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Course Profiles

blic District School Board Writing Partnership

nglish As a Second Language

Course Profile

Bridge to English, ESL

Level 5

Open

ESLEO

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview
Bridge to English, ESL Level 5, ESLEO, Open

Policy Document: *The Ontario Curriculum, English As a Second Language and English Literacy Development, Grades 9 to 12, 1999.*

Prerequisite: Study Skills in English, ESL Level 4, ESLDO, Open

Course Description

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

Course Notes

ESLEO is the final course in English as a second language instruction available at the secondary school level. While students continue to develop their oral and written communication skills, they must be cognizant of the demands of a secondary school English program.

The expectations of ESLEO are rigorous and demanding. Students are in transition between second language English courses and secondary school English courses at the college and university preparatory levels. They have met the expectations of ESLDO, Study Skills in English, Level 4, where they have, for example, written "a passage of three or more paragraphs (or an essay) to develop a central idea."

In order to prepare students for this transition, teachers must be cognizant of the expectations in English courses and weave the expectations, themes, and content of the English language courses into direct language learning activities that reflect the skills of newcomers to Canada. In this bridging course, teachers help students make the successful transition from support in the ESL classroom to independence in secondary school programs.

The leap from ESLDO to ESLEO is large. In ESLEO, students are required, for example, to "write coherently on a range of academic topics, using appropriate forms, (e.g., précis, reports, essays)"; "write creatively in a variety of forms, (e.g., plays, narratives, poetry)"; and "write to analyse, interpret, and evaluate information and ideas, (e.g., a short essay introducing, developing, and concluding an argument)."

ESLEO prepares students for the language challenges of English courses, including the expectations to "formulate and refine a thesis"; "organize and analyse information, ideas, and sources to suit specific forms and purposes for writing (e.g., group information and ideas to focus on key concepts for an essay; create a pattern of imagery for writing a sonnet)"; and "apply knowledge of essay structure to organize short essays, using: an introduction that engages the readers' interest, introduces the thesis or controlling idea, and previews the organization or content of the essay."

Students may have progressed from the first course, ESLAO, through the series of Ontario Secondary School ESL courses. Others may have entered Ontario with some background in English and have, therefore, begun their ESL studies further along the continuum of courses at the ESLBO, ESLCO, or ESLDO levels. Some students come to ESL with rich literary backgrounds in first language or English. Others may not. Be prepared to fill in the gaps for students as needed. Since students entering the ESLEO course have varying backgrounds, it is important to ascertain that they have acquired the skills and prior learning necessary to be successful. Diagnostic assessment has been built into the first two activities to determine whether students have been appropriately placed in ESLEO and to provide information about students' level of preparation for this course.

Students who have been in previous ESL courses have already had exposure to a range of teaching strategies, such as cooperative learning, portfolio assessment, self-/peer assessment, and performance-based assessment. Students who have entered Ontario schools more recently may not yet have had the opportunity for exposure to these teaching and assessment strategies. In addition to the varied teaching, learning, and assessment strategies presented in this Course Profile, teachers establish, at the beginning of the course, a number of ongoing classroom routines and concurrent activities which are integral parts of a balanced language learning program. These routines may include journal writing; personal and independent reading of English; use of first language and bilingual resources, such as dictionaries and thesauri; reading aloud of a variety of materials by the teacher; keeping vocabulary lists or notebooks; learning relevant Canadian cultural information at appropriate times throughout the course; maintaining organized notebooks; assembling work in portfolios, and reporting on current local, national, and international news events.

Wherever possible, the teacher collects samples of student work to be used as exemplars; exemplars provide models for clarifying assignments and expectations.

Students are provided with the course outline at the start to assist and model time-management and organization. The teacher prepares an overview of activities and includes the due dates of all assignments.

Encourage students to date all worksheets and notes; to keep all returned assignments, essays, reports, etc.; and to maintain organized notebooks. These tasks are important for the review of information for exams, for future learning, and for the successful completion of the culminating activity in Unit 3.

Students are required to independently read novels of their choice. The teacher confers with colleagues in the English Department to gather resources comparable in scope and difficulty to materials used in mainstream classes. Students have written book reports since ESLCO; they have the background to independently read a book and write the book report assigned in Unit 1. Critical analysis, which students first learned in ESLDO, is further emphasized in this course.

In addition to the grammar stipulated in the course expectations, the teacher should continuously assess familiarity with various grammar components as they arise throughout the course and teach as necessary. Students refine their grammatical knowledge through contextual study.

One challenge shared by teachers is the task of helping students understand that work must be done in their own words. ESL students sometimes lack the confidence to reword work in their own voices. The teacher should discuss the seriousness of plagiarism and the consequences of such actions.

The teacher carefully monitors student writing and preparatory research notes, provides opportunities to complete writing in class, and diligently tracks the writing process. Prewriting strategies, such as brainstorming, webbing, mind mapping, and posing questions, need to be taught explicitly. Students need encouragement and opportunities during class time to produce a readable first draft. They may need to be directly taught the difference between revision and editing. Revision focuses on the content or the ideas of the piece and the structure or ordering of those ideas, while editing is the refinement of surface features of language, such as grammar, spelling, or word choice. Throughout the course, students continue to revise and edit their work.

Ideas about choices and identity are introduced in Unit 1 and taught throughout the course. These themes are important because many students are at stages in their lives where they may be struggling with separation from family, searching for their own identities, and making choices that impact their futures. Through an exploration of several genres, students consider their own personal choices and goals and complete an independent research project on future educational and career options. In Unit 1, students have time and opportunity to research information and to learn from their peers before writing their own reports on career possibilities.

Through a study of poetry, short stories, essays, and the novel, students further develop their understanding of themes in literature in Unit 2.

In Unit 3, students examine the cultural and historical context of the Elizabethan era as preparation for their study of a Shakespearean play, conducted in Unit 4.

Prior to beginning Unit 4: Love in an Imperfect World – *Romeo and Juliet,* the teacher should confer with colleagues in the English Department as to the choice of play and appropriate support resources. Another play could be substituted for *Romeo and Juliet*.

The play, *Romeo and Juliet,* is selected for its universal appeal and popularity. Many students are familiar with the plot, which allows the teacher to focus on language study, literary devices, and the cultural and historical contexts. Media works to support the study of the play are available. The play is regularly mounted by theatre groups across the country. Where possible, try to arrange for the students to see a live production.

Unit 5: To Buy or Not to Buy includes an activity in which students complete a Psychographic assignment and present it to the class. Students study different consumer groups and create advertisements geared toward each of the consumer groups.

The final summative activities must reflect the skills emphasized throughout the units. The teacher may broaden one of the culminating activities and include it in the bank of summative activities to be conducted towards the end of the course. A variety of activities should be considered for the 30% summative evaluation, including a final exam, an oral presentation, a portfolio presentation, an independent novel study, a sight passage, a research report, or an essay. The teacher confers with the English Department about the summative activities conducted at the conclusion of the mainstream English courses. Summative activities may be modelled after them to provide ESL students the opportunity to practise the kinds of assessment strategies they will face in mainstream English courses.

Inclusiveness of all ethnic, racial, and cultural groups, and both genders, is embedded in this course. ESLEO deals with sensitive but important issues. The teacher should be sensitive to the class dynamic and level of trust before embarking on some activities and should be prepared for difficult student disclosures. **Note:** Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context. In such cases, collaborate closely with school counsellors who have outside agency contacts.
Many newly arrived students experience culture shock, family separation, and dislocation at the same time as they begin to cope with adjusting to school in a new country or province. ESL teachers should be aware of and sensitive to the many changes and adaptations which immigrant and refugee students face. International or fee-paying (Visa) students face their own special challenges in adjusting to life in Ontario schools. The teacher creates a welcoming, secure classroom environment to maximize learning opportunities for all students.

Similarly, the teacher should be sensitive to the variety of socio-economic levels, family structures, and past political experiences of students and make accommodations in learning situations so that all students find the classroom comfortable and non-threatening. Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires or surveys.

Units: Titles and Times

* Unit 1	Choices	25 hours
Unit 2	Cultural References and Common Themes	25 hours
* Unit 3	Will's World – The Time of Shakespeare	15 hours
Unit 4	Love in an Imperfect World – *Romeo and Juliet*	25 hours
Unit 5	To Buy or Not to Buy	20 hours

* These units are fully developed in this Course Profile.

Unit Overviews

K/U = Knowledge/Understanding, T/I = Thinking/Inquiry, C= Communication, A = Application

Unit 1: Choices

Time: 25 hours

Unit Description

Students consider the themes of choices and identity in poetry, short stories, essays, and an independently read novel. Students apply the knowledge practised in the study of short stories to the independently read novel and prepare a report for presentation in a student-teacher conference. Students research informational guides, the Internet, and other media sources to assist them in making choices for their personal and professional futures. Throughout the unit, students refine and develop their creative and report-writing skills, as well as their research and oral-presentation skills. In the culminating activity, students write a research report and present it to the class.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus/Tasks
1 The Road Not Taken 5 hours	EORV.01, EOR1.01, EOR1.02, EOR2.02, EREV.01, EREV.02, EREV.04, EREV.05, ERE1.03, ERE1.05, ERE2.01, ERE3.02, ERE3.03, EWRV.01, EWRV.02, EWRV.03, EWRV.04, EWR1.02, EWR2.01, EWR2.02, EWR2.03, EWR3.01	Diagnostic • Vocabulary quiz (K/U) • Creative writing (T/I, C, A) • Oral communication (C) Summative • Summary and analysis of poem (K/U, A)	**Focus:** Course Introduction and Poetry Study **Tasks** • Poetry reading • Listening comprehension and vocabulary • Literary devices • Poetry structure • Creative writing using literary devices • Poetry analysis • Choosing a novel for independent reading and beginning a book log
2 Literature Survey 9 hours	EORV.01, EOR1.02, EREV.01, EREV.04, EREV.05, ERE1.02, ERE1.03, ERE1.04, ERE1.05, ERE1.06, ERE2.01, ERE2.02, ERE3.02, ERE3.03, EWRV.04, EWR1.03, ESCV.02, ESC2.01	Diagnostic • Comprehension activities (K/U) Formative • Graphic organizer (K/U, T/I) • Literary genre comparison chart (K/U, T/I, C, A)	**Focus:** Comparison of Theme/Thesis and Literary Structures **Tasks** • Maintaining a book log; reading a novel; writing a critical review; and preparing for student/teacher conference • Pre-reading and reading activities • Studying cultural references

Activity	Learning Expectations	Assessment	Focus/Tasks
			• Reading of a short story and essay • Vocabulary study • Comprehension – plot graph, predicting, analysing, etc. • Comparison of themes • Comparison of elements of essays, short stories, and poetry • Note taking using graphic organizers
3 Research – Choosing a Future Path 7 hours in class (5 hours out of class)	EORV.01, EORV.02, EORV.03, EORV.04, EOR1.01, EOR1.02, EOR1.03, EOR2.01, EOR2.02, EOR3.01, EREV.02, EREV.03, EREV.06, ERE1.04, ERE1.05, ERE1.06, ERE2.01, ERE2.05, ERE3.01, ERE3.02, ERE3.04, ERE3.05, ERE4.01, ERE4.02, ERE4.03, ERE4.04, ESCV.01, ESC1.01, ESC1.02, EWRV.01, EWR1.01, EWR1.02	Formative • Book log (K/U) • Notes and evaluation of peers' presentations (K/U, T/I) Summative • Student/teacher conference (K/U, C) • Appendix 1B (K/U, T/I) • Critical review (C, A) • Visual and presentation (K/U, C)	**Focus:** Postsecondary Options, Occupations, and Development of a Personal Educational Path **Tasks** • Expansion of knowledge of postsecondary options by researching an educational path to a career of interest, using *Info* and *Communicaat,* as well as university and college course calendars • Research of related information using websites, newspapers, magazine articles, and ads • Presentation of research information through a visual • Bibliographical format • Student/teacher conference on independently read novel
4 Synthesizing Choices 4 hours	EREV.06, ERE4.01, ERE4.02, ERE4.03, EWRV.01, EWRV.02, EWRV.03, EWRV.04, EWRV.03, EWRV.04, EWR1.01, EWR2.01, EWR2.02, EWR2.03, ESCV.01, ESC1.01	Summative • Research report (K/U, T/I, C, A)	**Focus:** Written Report **Tasks** • Bibliographical format • Writing informational paragraphs based on research notes

Unit 2: Cultural References and Common Themes

Time: 25 hours

Unit Description

Through the continued study of poetry, short stories, and essays, students further develop their understanding of the impact of cultural references, the use of literary devices, and the treatment of common themes in literature. Students apply this knowledge to the study of a film and a novel that explore related themes. They consider how the background of the author, the media, and their own

personal values and biases reflect upon their perceptions of the novel and film. The grammar focus is on pronoun references and participial phrases. As a culminating activity, students prepare and present seminars based on their literature study and then write a literary essay.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus/Tasks
1 Short Stories, Poems, and Essays – Melding Worlds 10 hours	EORV.01, EOR1.02, EOR1.04, EREV.01, EREV.04, EREV.05, ERE1.01, ERE1.02, ERE1.03, ERE2.01, ERE3.02, ERE3.03, EWRV.03, EWR1.03, ESCV.01, ESC1.01	Formative • Vocabulary activities (K/U) • Graphic organizer (K/U, T/I) • Ongoing media activity related to themes (T/I, C, A) • Essay outlines (K/U, T/I, C, A) Summative • Comprehension and literary devices test (K/U, T/I, C) • Comparison of literary genre using Appendix 1E (K/U, T/I, C, A)	**Focus:** Introduction of Novel and the Study of Poems, Narrative Essays, and Short Stories Reflecting the Theme of the Novel **Tasks** • Introduction of the author and setting of novel • Distribution of novel for independent reading while completing Activities 2 and 3 • Completion of book and vocabulary logs • Discussion of setting, author, and cultural references • Vocabulary study • Comprehension – predicting, analysing, synthesizing, etc. • Identification of elements of short stories, e.g., metaphor, symbolism, theme, conflict • Identification of the elements of literary essays, e.g., thesis, supporting points, quotes • Development of thesis and essay outlines on topics related to the novel • Comparison of theme/thesis and point of view • Relating of theme/thesis to current local, national, or global issues • Note taking using graphic organizers
2 Media Works – Viewing the World 3 hours	EORV.01, EORV.03, EOR1.02, EOR3.02, EREV.01, ERE1.02, ERE1.03, ERE1.04, ERE1.06, EWRV.01, EWR1.03, EWR3.02, ESCV.02, ESC2.01	Formative • Notes (K/U) • Journal writing/review (K/U, T/I, C, A) • Pronoun references (K/U, A) • Discussion and oral presentations (T/I, C)	**Focus:** Film Study **Tasks** • Note taking on character setting and plot in film • Group discussions on theme, cultural references, and point of view • Group discussion of media techniques and devices • Pronoun references • Movie review

Activity	Learning Expectations	Assessment	Focus/Tasks
3 Thinking About the World 5 hours	EORV.01, EOR1.02, EREV.01, ERE1.01, ERE1.02, ERE1.03, ERE2.01, ERE2.05, ERE3.03, ERE4.04, EWRV.03, EWR1.01, EWR1.03	Formative • Book and vocabulary logs (K/U, T/I) • Response journals (T/I, C) Summative • Content/ vocabulary activities (K/U) • Written paragraphs using evidence and/or quotes (K/U, T/I, C, A)	**Focus:** Novel Study **Tasks** • Content quizzes • Book and vocabulary logs • Discussion and analysis of cultural issues and author's background • Introduction to theme, conflict, character, etc. • Participial phrases • Literary language, e.g., imagery • Use of evidence from texts to support opinions • Response journals to explain how readers' values and perspectives influence their responses
4 Expressing My Understanding 7 hours	EORV.02, EOR1.01, EOR1.02, EOR2.01, EOR2.02, EOR3.01, EREV.01, ERE1.01, ERE1.05, ERE3.02, ERE4.04, EWRV.01, EWRV.02, EWRV.03, EWRV.04, EWR1.03, EWR2.01, EWR2.02, EWR2.03, EWR3.02, EWR3.03	Formative • Essay outlines and thesis statements (K/U, T/I, C, A) • Literary essay (K/U, T/I, C, A) Summative • Seminar presentation (K/U, T/I, C, A)	**Focus:** Novel Analysis **Tasks** • Preparation and presentation of a seminar on an assigned section of the novel, examining aspects of plot, conflict, character, theme, literary language, and a quote • Writing of essay thesis statements and essay outlines • Writing a literary essay, using correct pronoun references, on an issue or theme that has arisen from the novel study

Unit 3: Will's World – The Time of Shakespeare

Time: 15 hours

Unit Description

Students examine the cultural and historical context of the Elizabethan era. They research an aspect of the time, create a media work, and present it to the class. Complex infinitive structures are studied through the analysis of a reading about the Shakespearean audience. Students analyse a visual about Shakespeare's time and write an expository piece about it.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus/Tasks
1 Wherefore Art Thou? Assessing Student Knowledge of Shakespeare and the Elizabethan World 2 hours	EORV.01, EOR2.02, EREV.04, ERE3.03, EWRV.01, EWR1.01, ESCV.02, ESC2.01	Diagnostic • Group notes and discussion (K/U) • Summary notes of Shakespearean time (K/U) • Quiz corrections (K/U)	**Focus:** Pre-Reading Activities **Tasks** • Brainstorming on prior knowledge of Shakespeare and the Elizabethan world in groups on assigned topics • Class discussion on group work • Diagnostic quizzes to assess prior knowledge
2 Will's World – Reading About the Social, Historical, and Cultural Dynamics 3 hours	EREV.05, ERE1.01, ERE2.01, ERE3.03, EWRV.01, EWR1.03, EWR3.03	Summative • Notes (K/U, T/I, C, A) • Information gap quiz (K/U, T/I) • Quiz on infinitives (K/U, A)	**Focus:** Socio-Cultural and Historical Contexts of Shakespeare's Time **Tasks** • Reading comprehension • Study of infinitives • Note taking • Vocabulary study • Information-gap quiz on content
3 Will's World – Researching Aspects of Shakespeare's Time 6 hours	EORV.01, EORV.04, EOR1.01, EOR4.03, EREV.06, ERE4.01, ERE4.03, ERE4.04, EWRV.03, EWRV.04, EWR1.01, EWR1.03, EWR2.02, EWR2.03, ESCV.02	Formative • Research notes (K/U, T/I, C, A) Summative • Content and visual effectiveness of poster (K/U, T/I, C, A) • Presentation (K/U, T/I, C, A) • Note-taking (K/U, T/I) • References (K/U, A)	**Focus:** Research Poster **Tasks** • Research and note taking on Shakespeare's time • References cited sheet (bibliography) • Poster creation • Class presentations • Note taking from presentations
4 A Multitude of Words Doth This Picture Evoke 4 hours	EORV.01, EORV.04, EOR1.02, EREV.03, ERE4.02, EWRV.03, EWRV.04, EWR1.01, EWR1.03, EWR2.03	Formative • Forum discussion (K/U) Summative • Illustration analysis (K/U, T/I, C, A) • Test (K/U, T/I, C, A)	**Focus:** Shakespearean-Era Illustration Analysis **Tasks** • Research • Illustration analysis and writing of linked expository paragraphs • Forum discussion on the visuals and explications • Open-book test and self-assessment

Unit 4: Love in an Imperfect World – *Romeo and Juliet*

Time: 25 hours

Unit Description

Literary elements, such as plot, subplot, characterization, setting, conflict, theme, and point of view, are studied through the analysis of excerpts of a Shakespearean play. Students study the elements of style, including allusion, contrast, hyperbole, understatement, oxymoron, irony, symbolism, and foreshadowing. Gerunds are studied in the context of the play. The sonnet form is analysed and identified within the play. Students write a literary essay on a topic of their choice. They compare and contrast a Shakespearean play with a media work on a similar theme.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus/Tasks
1 Setting the Stage 1 hour	EREV.05, ERE1.04, ERE2.01, ERE2.03, ERE3.03	Diagnostic • Structural analysis labelling exercise (K/U, T/I) • Oral glossary (K/U, T/I) • Insults worksheet (K/U, C, A)	**Focus:** Pre-reading Activities **Tasks** • Overview of the play • Pre-reading structural analysis of the text • Pre-reading structural analysis of Shakespearean language • Shakespearean insults
2 The Play's the Thing – Understanding Literary Elements 10 hours	EORV.02, EORV.04, EOR1.04, EOR3.01, EOR3.02, EREV.01, EREV.05, ERE1.01, ERE1.04, ERE1.05, ERE2.01, ERE2.03, ERE2.04, ERE3.03, EWRV.01, EWRV.03, EWRV.04, EWR1.01, EWR1.02	Formative • Plot summaries (K/U, C) • Language matching (T/I) • Story elements worksheet (K/U, T/I) • Film-text comparative analysis (K/U, T/I, C) • Reflective writing on themes (K/U, T/I, C) Summative • Role-play diary (K/U, T/I, C, A) • Character mapping (K/U, T/I, C, A)	**Focus:** Literature Study of a Play **Tasks** • Reading the play aloud • Plot/subplot analysis • Comparison of glossaries from different editions • Writing of a 5W synopsis • Character relationship mapping • Role-play diary writing • Media screenings • Theme study
3 The Play's the Thing – Understanding Elements of Style 10 hours	EORV.03, EOR3.01, EOR3.02, EREV.01, EREV.04, ERE1.02, ERE3.02, ERE3.03,	Formative • Language devices matching worksheet (K/U, T/I) • Sonnet quiz (K/U, T/I) • Connecting words and phrases worksheet (K/U, T/I, A)	**Focus:** Stylistic Analysis and Language Study **Tasks** • Language devices (allusion, contrast, hyperbole, understatement, oxymoron, irony, symbolism, and foreshadowing)

Activity	Learning Expectations	Assessment	Focus/Tasks
	EWRV.01, EWRV.02, EWRV.03, EWRV.04, EWR1.01, EWR1.02, EWR2.01, EWR2.02, EWR2.03, EWR3.03	Summative • Gerund test (K/U, A) • Script (K/U, T/I, C; A) • Newspaper article (K/U, T/I, C, A) • Essay (K/U, T/I, C; A)	• Language study (gerunds) • Sonnet study • Script writing • Creative writing (newspaper article) • Study of connecting words and phrases • Essay writing
4 An Adapted Tale 4 hours	EORV.03, EOR3.01, EWRV.04, EWR1.03, ESCV.02, ESC2.01	Formative • Graphic organizer on story elements (K/U, T/I, C, A) • Cloze (slang study) (K/U, T/I, C, A) Summative • Reflective writing (comparing story elements) (K/U, T/I, C, A)	**Focus:** Movie/Play Comparison **Tasks** • Analysis of excerpts of lyrics • Slang study • Story elements: comparison and contrast between the play and a movie

Unit 5: To Buy or Not to Buy

Time: 20 hours

Unit Description

Students complete surveys to evaluate and broaden their understanding of advertising in media. They are introduced to advertising terminology and look at personal needs versus wants. They study five different kinds of consumer groups in society and use gerunds in their descriptions. Students analyse and deconstruct advertisements, complete a Psychographics assignment, and present it to the class. Students read articles about virtual advertising, as well as the role of corporate sponsorship in schools, and debate the virtues of each, incorporating transition words into their arguments.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus/Tasks
1 Are You Media Savvy? 2 hours	EORV.01, EOR1.02, EOR4.01, EREV.03, EREV.05, ERE3.05	Diagnostic • Questionnaire (K/U, T/I) Formative • Note taking (K/U, T/I) • Needs vs. wants survey (T/I, A)	**Focus:** Self-Assessment of Knowledge of Media, Advertising, and Key Media Terminology **Tasks** • Brainstorming and mind-mapping of prior knowledge • Discussion • Reading and note taking of media terminology • Study and analysis of consumer groups • Surveying the impact of advertising on student purchasing decisions

Activity	Learning Expectations	Assessment	Focus/Tasks
2 Bull's Eye: Selling to a Target Audience 8 hours	EORV.02, EOR1.01, EOR2.01, EOR4.02, EOR4.03, EREV.03, EREV.05, ERE2.02, ERE3.03, EWRV.01, EWRV.02, EWRV.04, EWR1.02, EWR1.03, EWR2.02, EWR2.03, EWR3.01, EWR3.03, ESCV.02, ESC2.01	Formative • Gerunds and infinitives worksheet (K/U, A) • Jigsaw group reporting (K/U, T/I, C) Summative • Comparative chart of consumer groups (K/U, T/I) • Psychographics (K/U, T/I, C, A)	**Focus:** Study and Analysis of Consumer Groups **Tasks** • Gerund and infinitives study • Reading and note taking of information about one consumer group • Jigsaw to complete graphic organizer about consumer groups • Prepare and present Psychographics assignment
3 Corporate Advertising: Asset or Insult? 10 hours	EORV.01, EORV.03, EOR1.01, EOR1.02, EOR2.02, EOR3.01, EOR3.02, EREV.03, EREV.04, EREV.06, ERE2.01, ERE3.04, ERE3.05, ERE4.01, ERE4.02, ERE4.03, ERE4.04, EWRV.04, EWR1.01, EWR1.03, EWR2.01, EWR3.03, ESCV.02, ESC2.01	Formative • Research summaries (K/U, T/I, A) • Transition words (K/U, T/I, C, A) • Debate notes (T/I) Summative • Bibliography (K/U, A) • Test (K/U, T/I, A) • Quiz on transition words (K/U, T/I, C, A) • Debate (K/U, T/I, C, A)	**Focus:** Research of Virtual Advertising and Corporate Sponsorship in Schools (debate) **Tasks** • Activation of prior knowledge • Using research skills to locate, read, and record information from articles on virtual advertising and corporate sponsorship • Content test • Study of transition words • Preparation of debate • Class debates

Teaching/Learning Strategies

Strategies include: brainstorming, webbing, reflective journals, process writing, essays, portfolio compilation, cooperative learning groups, teacher read-alouds, direct teaching/Socratic method, graphic organizers, think/pair/share, worksheets, viewing and responding to advertisements and videos, questionnaires, oral presentations, Internet searches, independent and group research projects, role play, self- and peer assessment, dramatizations, book reports, poetry study, silent reading, note-taking, directed reading, self- and peer editing, report writing, summarizing, and debating.

Assessment & Evaluation of Student Achievement

The assessment and evaluation techniques are diagnostic, formative, and summative. They link the teaching/learning strategies to the curriculum expectations of each unit throughout the four Achievement Chart categories. Different techniques are used for assessment and evaluation, including: group and individual presentations; written pieces in a variety of forms, including essays and research reports; quizzes and written tests; journals; self-/peer evaluation; student-teacher conferences; formal/informal teacher observation and ongoing verbal feedback; presentations; role-plays; and portfolio entries.

Teachers may incorporate checklists, marking schemes, rating scales, rubrics, and anecdotal comments to provide students with suggestions for improvement throughout the course.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of a final examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. It is recommended that the final examination includes a sight passage, and that other methods of evaluation be selected from:

- a portfolio presentation;
- an essay;
- an independent novel study;
- a research report;
- an oral presentation.

Accommodations

An ESLEO class is of a heterogeneous nature, encompassing students of varying ages and backgrounds, and may have continuous intake of newly arrived students throughout the semester or school year. To support students with varying levels of English proficiency, different previous school experience, and various learning styles, teachers should incorporate the following strategies into their classroom programs: use of first language, translation, bilingual dictionaries, extended time for tests and assignments, guided note-taking, personal glossaries, buddy or peer support systems, visual graphic organizers, taped texts to support written material, reinforcement of key points through feedback, simplified instructions, alternate assignment formats, and/or opportunities for practice.

It is important to foster a positive atmosphere to recognize the dignity and worth of students, to evaluate their capabilities and accommodate their needs. The course provides a range of activities that are appropriate for the varied intellectual strengths, interest, learning styles and capabilities of students, as well as a range of evaluation and assessment strategies. To meet student needs, accommodations must be made according to the students' Individual Education Plans (IEPs). Teachers should consult individual IEPs for specific direction on accommodation for individuals. Activities are adapted to the different levels of English-language proficiency, social and academic ability, and cultural backgrounds. Opportunities for additional support, consolidation, and enrichment are suggested.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Teachers can find appropriate selections in the listed on the OCC website (www.curriculum.org/occ/resources/10eng.html).

Print

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success*. Toronto: Harcourt Canada. 1997. ISBN 0-7747-1490-5

Borovolis, J. *Breaking Through*. Scarborough: Prentice Hall, 1990. ISBN 0-13-083072-0

Duncan, Barry. *Mass Media and Popular Culture*. Toronto: Harcourt Brace Jovanovich, 1999. ISBN 0-7702-6648-7

Luengo, A. *Literature and Media*. Toronto: ITP Nelson, 1999. ISBN 0-17-618701-4

O'Malley, J.M. and P. Valdez. *Authentic Assessment*. Addison Wesley, 1996. ISBN 0-201-59151-0

OSS Considerations

Education for Exceptional Students

At every point in this course, teachers should take into account the needs of any exceptional students as set out in their Individual Education Plans. ESL students show the same range of learning exceptionalities in the same proportions as other Ontario students. Some students arrive with previously identified learning needs, while the needs of others are identified when their progress in English language acquisition and cultural adjustment differs significantly from that of students from similar backgrounds and with similar educational experiences. It is important not to label students as exceptional on the basis of performance or behaviour that reflect a normal process of second language acquisition or that reflect a lack of prior opportunity to learn the knowledge and skills being tested.

The Role of Technology in Curriculum

It is important for all ESL students to be given opportunities to develop competence in using computers and other technology. In this course, students are afforded opportunities to use word-processing and graphics software to produce pieces of written work. Students do research on the Internet and with CD-ROM software. Students are encouraged to work with their peers to help each other access and learn about technology.

Career Education

ESL students need opportunities to explore the full range of educational and career paths available to them in their new country and educational setting. At the ESLEO level of English proficiency, students should be made aware of cooperative education placements to enhance their school programs and give them a variety of career choices.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. Throughout this course, the teacher is expected to be sensitive to the range of experiences that students bring with them. The teacher must recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings.

Compulsory Credits

Up to three ESL or ELD courses may be substituted for compulsory English courses.

Coded Expectations, Bridge to English, ESL Level 5 Expectations, ESLEO

Oral and Visual Communication

Overall Expectations

EORV.01 – initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest;

EORV.02 – communicate orally, using patterns of English grammar and pronunciation with the accuracy necessary for continued success in subject classrooms;

EORV.03 – analyse a variety of social contexts to determine the appropriate style of language and non-verbal behaviour to use in them;

EORV.04 – create and analyse a variety of media works in forms appropriate for different purposes and audiences.

Specific Expectations

Developing Fluency in Oral Communication

EOR1.01 – make effective presentations on classroom topics, with some teacher guidance;

EOR1.02 – express, support, and elaborate a point of view in sustained discussions about classroom topics (e.g., present and defend a position);

EOR1.03 – communicate orally for a variety of education- and career-related purposes (e.g., understand and participate in discussions and presentations on post-secondary educational choices; role-play job interviews, and analyse and evaluate their performance);

EOR1.04 – negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Developing Accuracy in Oral Communication

EOR2.01 – monitor their speech for accuracy and correct common grammatical errors (e.g., review their use of articles and prepositions; check for subject-verb agreement);

EOR2.02 – use conventions of oral language appropriately (e.g., transition words and phrases for coherence; repetition for emphasis; pause, stress, and intonation for effect).

Using English in Socially and Culturally Appropriate Ways

EOR3.01 – analyse social contexts and adapt their style of speaking to suit the setting and the audience (e.g., use a formal style in a speech for school commencement; use colloquial language at a student council meeting);

EOR3.02 – discuss and analyse instances of miscommunication (e.g., in classroom interaction; in film and video clips).

Developing Media Knowledge and Skills

EOR4.01 – explain the relationship between media forms and their intended audiences (e.g., analyse the messages used in advertising directed to different age groups; examine how broadcasting schedules are tailored to specific audiences);

EOR4.02 – analyse media productions to explain how language can be used to de-emphasize or exaggerate the importance of information (e.g., in television commercials, press releases, election campaign literature);

EOR4.03 – create media works for different purposes and explain how the purpose influenced their design decisions in each case (e.g., create an information booklet or a video for newcomers to the school or to Canada and explain the purpose of its main features).

Reading

Overall Expectations

EREV.01 – read and respond to literature;
EREV.02 – choose and respond to personal reading material comparable in scope and difficulty to materials chosen by their English-speaking peers;
EREV.03 – extract information from a variety of texts used in subject classrooms;
EREV.04 – demonstrate understanding of the elements of a range of fiction and non-fiction forms of writing;
EREV.05 – use independently a variety of strategies to build vocabulary;
EREV.06 – use a range of research strategies independently to gather information for a variety of purposes.

Specific Expectations

Reading and Responding

ERE1.01 – use knowledge of the personal, historical, and cultural backgrounds of authors and audiences to explain themes, situations, and characters represented in texts (e.g., themes of colonization or personal exile in a South Asian or Caribbean short story; Elizabethan history, language, and themes in a Shakespeare play);
ERE1.02 – demonstrate understanding of some cultural references in Western and Canadian literature (e.g., biblical allusions; references to Greek mythology, Native mythology, or English-French relations);
ERE1.03 – compare the treatment of common literary themes in a range of fiction materials (e.g., themes of a golden age, intergenerational conflict, reconciliation);
ERE1.04 – analyse literature and classify it by type and theme (e.g., romance, tragedy, comedy, satire);
ERE1.05 – use a variety of methods to demonstrate understanding of their personal reading (e.g., give a book talk; write a diary entry for a character in a novel; explain the point of view of the author of a magazine essay);
ERE1.06 – write a critical review of a book or article.

Developing Vocabulary

ERE2.01 – use a variety of strategies to determine the meaning of unfamiliar words (e.g., consult a dictionary; infer meaning from context; relate unfamiliar words to cognates or word families);
ERE2.02 – use a thesaurus to expand vocabulary and explain its use to others;
ERE2.03 – use all elements of an entry in an advanced learner dictionary and explain their use to others (e.g., elements such as word-class labels, definitions, examples, usage labels, pronunciation keys);
ERE2.04 – explain why they prefer one dictionary to another;
ERE2.05 – take advantage of opportunities to use new words (e.g., in written responses to literature; in classroom discussions).

Using Reading Strategies for Comprehension

ERE3.01 – use a variety of cues to extract meaning from a textbook (e.g., cues such as headings, subheadings, graphics, questions, sidebars, summaries);
ERE3.02 – identify characteristic elements of a range of literary genres, including essays, short stories, novels, poetry, and drama (e.g., elements such as imagery, personification, figures of speech);
ERE3.03 – use reading strategies effectively before, during, and after reading and explain their use to others (e.g., strategies such as previewing text, predicting main ideas or outcomes, listing unanswered questions while reading);

ERE3.04 – analyse how informational texts present facts and ideas (e.g., compare how newspapers and periodicals from around the world present information and use format, layout, titles, and styles of address to appeal to specific audiences);

ERE3.05 – record needed information from texts used in classroom subjects (e.g., take point-form notes; fill in graphic organizers).

Developing Research Skills

ERE4.01 – gather information from a variety of sources, including electronic databases, websites, and online libraries;

ERE4.02 – synthesize and evaluate the information gathered from a variety of sources for an independent research project;

ERE4.03 – prepare a bibliography of print and electronic sources consulted during research;

ERE4.04 – acknowledge borrowed information, ideas, and quotations.

Writing

Overall Expectations

EWRV.01 – write in a variety of forms, adopting a voice suitable to the intended audience;

EWRV.02 – use the writing process independently to produce a final written or electronic version of an essay or a piece of creative writing;

EWRV.03 – organize and link ideas logically and effectively in written texts such as narratives and essays;

EWRV.04 – use the sentence patterns and conventions of standard Canadian English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level.

Specific Expectations

Relating Purpose to Form

EWR1.01 – write coherently on a range of academic topics, using appropriate forms (e.g., précis, reports, essays);

EWR1.02 – write creatively in a variety of forms (e.g., plays, narratives, poetry);

EWR1.03 – write to analyse, interpret, and evaluate information and ideas (e.g., a short essay introducing, developing, and concluding an argument).

Applying the Writing Process

EWR2.01 – use a variety of connecting words and phrases to express logical relationships between and among ideas (e.g., prior to and subsequently to indicate sequence, however and whereas to indicate contrast);

EWR2.02 – use a variety of strategies to proofread, edit, and correct writing, focusing on effective style, relevant and interesting content, accurate spelling, and correct use of conventions (e.g., edit with a checklist; confer with peers and teacher; use electronic dictionaries);

EWR2.03 – publish written work, selecting a format suited to the intended audience and using technology such as graphics and desktop publishing software, as appropriate.

Developing Accuracy in Written Communication

EWR3.01 – use a variety of spelling strategies, rules, and patterns to spell words correctly;

EWR3.02 – use pronoun references correctly;

EWR3.03 – use appropriately, and with a high degree of accuracy, complex syntactical structures such as the infinitive and/or the gerund as object (e.g., hope + infinitive: I hope to go; enjoy + gerund: I enjoy going); phrasal verbs (e.g., put on, put off, put up with); and participial phrases (e.g., characters appearing in the first chapter, characters introduced in the first chapter).

Social and Cultural Competence

Overall Expectations

ESCV.01 – demonstrate understanding of a range of local, national, and global issues;
ESCV.02 – learn effectively in a wide variety of teaching and learning situations.

Specific Expectations

Developing Citizenship Awareness and Skills

ESC1.01 – analyse the media coverage of a current local, national, or global issue and present their own views (e.g., write a report or letter or make a speech summarizing the information, comparing perspectives, expressing an opinion, and urging action);
ESC1.02 – evaluate the effectiveness of their own and peers' reports, letters, or speeches on current issues.

Adapting to the Ontario Classroom

ESC2.01 – participate effectively in the full range of learning and teaching situations in the school (e.g., discussions in subject classrooms, school-wide presentations, extracurricular activities).

Unit 1: Choices

Time: 25 hours

Unit Description

Students consider the themes of choices and identity in poetry, short stories, essays, and an independently read novel. Students apply the knowledge practised in the study of short stories to the independently read novel and prepare a report for presentation in a student/teacher conference. Students research informational guides, the Internet, and other media sources to assist them in making choices for their personal and professional futures. Throughout the unit, students refine and develop their creative and report-writing skills, as well as research and oral-presentation skills. In the culminating activity, students write a research report and present it to the class.

Activity 1: The Road Not Taken

Time: 5 hours

Description

Students are introduced to the course and each other through the consideration of a variety of choices. To explore the way the themes of identity and choices are interrelated, students study three poems and their images, sounds, and structures. Students select a novel on the theme of choices or identity to read independently and begin a book log. They also write a creative narrative in which they choose a symbol to describe their preferred lifestyle. Students choose a poem to analyse, summarize, and present orally to the class.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude discussions on a wide variety of topics of personal, social, and academic interests;
EOR1.01 - make effective presentations on classroom topics with some teacher guidance;
EOR1.02 - express, support, and elaborate a point of view in sustained discussions about classroom topics;
EOR2.02 - use conventions of oral language appropriately.

Reading

EREV.01 - read and respond to literature;
EREV.02 - choose and respond to personal reading materials comparable in scope and difficulty to materials chosen by their English-speaking peers;
EREV.04 - demonstrate understanding of the elements of a range of fiction and non-fiction forms of writing;
EREV.05 - use independently a variety of strategies to build vocabulary;
ERE1.03 - compare the treatment of common literary themes in a range of fiction materials;
ERE1.05 - use a variety of methods to demonstrate understanding of their personal reading;
ERE2.01 - use a variety of strategies to determine the meaning of unfamiliar words;
ERE3.02 - identify characteristic elements of a range of literary genres, including essays, short stories, novels, poetry, and drama;
ERE3.03 - use reading strategies effectively before, during, and after reading and explain their use to others.

Writing

EWRV.01 - write in a variety of forms, adopting a voice suitable to the intended audience;
EWRV.02 - use the writing process independently to produce a final written or electronic version of an essay or a piece of creative writing;
EWRV.03 - organize and link ideas logically and effectively in written texts, such as narratives and essays;
EWRV.04 - use the sentence patterns of standard Canadian English in their writing with a degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level;
EWR1.02 - write creatively in a variety of forms;
EWR2.01 - use a variety of connecting words and phrases to express logical relationships between and among ideas;
EWR2.02 - use a variety of strategies to proofread, edit, and correct writing, focusing on effective style, relevant and interesting content, accurate spelling, and correct use of conventions;
EWR2.03 - publish written work, selecting a format suited to the intended audience and using technology such as graphics and desk top publishing software, as appropriate;
EWR3.01 - use a variety of spelling strategies, rules, and patterns to spell words correctly.

Prior Knowledge & Skills

- willingness to express opinions
- knowledge of conventions of written English, such as sentence and paragraph structure
- familiarity with poetry and figurative language (simile, metaphor, symbol, alliteration, assonance)
- ability to use stress, rhythm, and intonation patterns in spoken English
- ability to identify themes
- ability to use a variety of strategies to build vocabulary
- ability to write creatively
- ability to use descriptive words and phrases

Planning Notes

Introductory Activities

- For an example of an introductory activity, see the Name Game in the ESLCO profile. The activity, described in Strategies 3 and 4, is also designed to assist students in getting to know one another.
- Prepare a course outline for students, using the course overview charts and including the major foci of the course and the tasks and assessments for each unit.

Independent Novel Study

- Book the library/resource centre. Set a date for the library staff to give a brief book talk on books that explore the themes of choices and identity.
- Prepare a class set of the Appendix 1A – Book Log.

Poetry

- Select a song on the theme of choices, a poem on the theme of identity, and a poem on the theme of choices. Select the song and poems carefully to ensure that they contain examples of literary language and symbolism. See Resources for suggestions of poetry anthologies.
- Obtain a tape or CD of the song and a copy of the song's lyrics.

- To structure the brainstorming session about poetry, ask students some of the following questions: How does a poem look (verses, stanzas, short lines, perhaps no punctuation, etc.)? How does a poem sound (incomplete sentences, rhyme, rhythm, words that make sounds, etc.)? What does a poem make you see (mental images and pictures, etc.)? How does a poem make you feel (happy, sad, quiet, contemplative, etc.)?
- Some background knowledge that students should have when studying poetry:
  Kinds of poetry:
  a) Lyric poetry explores a poet's observations, thoughts, emotions, and reactions to an object or event.
  b) Narrative poetry tells a story.
  c) Dramatic poetry is found in dramas, e.g., Shakespearean monologues.
  Elements of poetry:
  a) Language – simile, metaphor, personification
  – creates vivid images
  – appeals to the five senses
  – words are used in unusual ways
  b) Sound – alliteration, assonance
  – rhythm and rhyme
  c) Structure – the way the poem looks on the page may contribute to the poem's meaning
- Create a worksheet based on vocabulary in the poem. Possible headings are:

Word	Part of speech	Word family example	Meaning	Synonym	Antonym
exposed	adjective	exposure (noun)	to exhibit, to show	uncovered	hidden

- Develop a cloze test based on the vocabulary worksheets. Create a series of sentences and have students complete these sentences with words from the vocabulary worksheet. Carefully create sentences with clues embedded in them to assist students in determining the correct answers. For example: When we dissected the rabbit in biology class, its internal organs were _____.
- Create questions designed to confirm students' understanding of the poem. For example:
  Who is the speaker in the poem?
  From what culture is this speaker?
  What is the setting of the poem?
  What is the speaker's situation? (a conflict? observing a place? reflecting on the past? looking at a person? etc.)
  Does the poem tell a story? If so, what happens?
  What does the poem make you see? hear? touch? taste? smell?
  How does the poem make you feel?
- Develop a list of key words from the second poem to help students predict the literal meaning of the poem and the emotions it touches on.
- Collect anthologies of poetry for use in Strategy 15.

Materials Needed: CD or tape of song on choices, lyrics of song, poem on identity, poem on choices, teacher-created vocabulary worksheet on poem, vocabulary test, multiple copies of comprehension questions on poem, copies of Appendix 1A – Book Log, teacher-created checklists to assess creative writing, poetry anthologies

Teaching/Learning Strategies

1. Introduce course outline, evaluation expectations, major assignments, and important dates.
2. Review school rules and procedures.

3. Through a variety of introductory activities and the following introductory activity, students get to know their classmates. Students listen to a list of choices. Students write down their preference from each set of choices and write a reason for their choice. For example: *Sayeda chose a sandal rather than a running shoe because she loves warm weather*. When reading the list to the class, pause for only 10-20 seconds between each pair of words to encourage spontaneous rather than deliberate thought.

    House or car
    Cloud or sun
    Moon or electric light bulb
    Pen or computer
    Button or zipper
    Ice skates or in-line skates
    Wood or rock
    Sand or water
    Eye or finger
    Taste bud or eardrum
    Coin or key
    Running shoe or sandal
    Sugar or salt
    Ladder or rope

4. Put students into groups of four. Using each other's responses, students consider what the choices say about the characteristics and interests of each group member and confirm their inferences with each other. Next, each student chooses one group member to introduce to the class. For example: *Alireza chose a car, an electric light bulb, a computer, and a zipper. These choices suggest that he enjoys technology and the conveniences of the modern world.*
5. Students close their eyes and listen to a song based on the theme of choices. Play the song twice. Individually, students list the options presented in the song and highlight the singers' preferred choices. Hand out lyrics to the song. With a partner, students confirm their answers and provide reasons for the singers' choices. Then, as a class, discuss these reasons.
6. Brainstorm the question, "What is a poem?" Explain to the class that a poem includes images, sounds, and structures. Provide students with background knowledge of poetry. With the class, discuss what makes the song they have just studied a poem.
7. Hand out copies of a poem based on the theme of identity. As a class, look at the structure and compare it to prose. Students then independently complete the teacher-created vocabulary worksheet.
8. Take up and discuss the vocabulary. Assign a date for the vocabulary cloze test.
9. Assign a line of the poem to each student in the class. Students practise reading their lines out loud to a partner. As a class, reread the poem by having each student stand and read the line. Repeat until there is a fluency in the reading to help establish that the pace and rhythm of poetry is different from the pace and rhythm of prose.
10. Students answer teacher-prepared comprehension questions to focus on the literal meaning of the poem.
11. Teach/review the terms and meanings of simile, metaphor, personification, alliteration, and assonance. In pairs, students identify figurative language in the poem. Discuss and clarify the images students have identified.
12. Students complete the vocabulary test. Collect for diagnostic assessment.
13. Independent Novel Study: Discuss the term *theme* using the definition that a theme is a truth about life or about human nature that we learn/experience/infer from literature. Ask students the question: What truths did you learn from the poetry studied? Students visit the library and choose a novel based on these themes to read independently. Distribute and explain Appendix 1A – Book Log.

14. Poetry: To review/teach the concept of symbolism, present the class with a series of symbols, such as the sun, the moon, the stars, darkness, light, and colours. Elicit what each item symbolizes in students' cultures and note the similarities and differences. For example, in Western culture white represents purity and innocence whereas in some Eastern cultures it is the symbol of death. Then, present the class with a series of symbols and ask students to individually write down what each might symbolize. For example, an eagle might represent freedom or power; a goldfish might represent vulnerability; a flower might represent beauty; a weed might represent evil; chocolate might represent decadence, etc. Discuss the symbols as a class.
15. Students choose a symbol or series of symbols to represent a lifestyle/identity that they aspire to, identify with or dream about. Students use these symbols to write creatively about themselves. For example, *I'd rather be an eagle than a goldfish or I'd rather be a flower than a weed or I'd rather be a chocolate than a pickle*. Students rewrite their work to produce a final written or electronic version and submit their draft and final copy.
16. Diagnostically assess student writing for ability to use conventions of English grammar, write creatively, use connecting words, spell correctly, proofread, and publish.
17. On the board, write key words and phrases from the second poem about choices. Ask students to use these words to predict what the poem will be about, how it will make them feel, and what it will say. Hand out copies of the poem. Read the poem to the class two or three times and, using the discussion questions developed for the first poem, elicit the literal meaning of this second poem and the feelings it arouses. Discuss vocabulary, theme, figurative language, structure and rhyme scheme.
18. Distribute poetry anthologies. In triads, students read a variety of poems. Each student selects a poem to summarize and read to the class with intonation, stress, and rhythm. Students practise reading their poem and write a two- or three-sentence statement, explaining the theme of the poem and identifying one of the following: figurative language, rhyme, rhythm, alliteration, etc. Students also identify how this device has made the poem effective. Students read their poem and statement to the class. Evaluate for ability to identify characteristic elements of poetry and for ability to use pronunciation, stress, rhythm, and intonation patterns of spoken English.

Assessment & Evaluation of Student Achievement

Diagnostic: Vocabulary cloze test on poem to assess students' ability to infer meaning of words (ERE2.01)

Diagnostic: Creative writing for student ability to use conventions of English grammar, write creatively, use connecting words, spell correctly, proofread, and publish. (EWRV.04, EWR1.02, EWR2.01, EWR3.01, EWR2.02, EWR2.03)

Diagnostic: Oral presentations for ability to use pronunciation, stress, rhythm, and intonation pattern. (EOR1.01, EOR2.02)

Summative: Identification of elements of poetry. (ERE3.02)

Accommodations

- Provide the words with the song to accompany the initial listening exercise.
- For the vocabulary test, provide a list of words to students.
- Students present their poems in pairs.
- Students find an additional song on the theme of identity or choices and present it to the class.
- Students translate a poem from their own language on the theme of identity or choices.

Resources

Acker, D. and D. Hodgkinson. *Language and Writing 10*. Scarborough: Nelson Thompson Learning, 2001. ISBN 0-17-618720-0

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2001. ISBN 0-7747-1490-5

Barry, J., ed. *Themes on the Journey*. Toronto: Nelson Canada, 1989. ISBN 0-17-603089-1

Luengo, A., ed. *Literature and Media*. Toronto: Thompson International Publishing, 1999. ISBN 0-17-618701-4

Porter, J. *Voices Past and Present*. Toronto: Wall and Emerson, 2000. ISBN 1-895131-19-7

Schumacher, Julie, ed. *Decisions, Decisions*. Iowa: Perfection Learning, 2000. ISBN 0-7891-5216-9

Urban Voices. Toronto: Toronto District School Board, 2000, 2001.

CDs

Simon, P. and A. Garfunkle. *Bridge Over Troubled Water*.

Stevens, Cat. *Tea for the Tillerman.*

Activity 2: Literature Survey

Time: 9 hours

Description

Students continue to independently read the novel selected in Activity 1 and maintain a book log. They learn how to write a critical review of their novel in which they acknowledge borrowed information, and they prepare for a student-teacher conference to be held in the next activity. Students study an essay and a short story and consider the presentation of similar themes in different genres. They also develop an awareness of how cultural references enhance the understanding of literature. Students recognize the different elements of an essay, short story, and poem and complete a graphic organizer to compare the structures of these different literary genres.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest;
EOR1.02 - express, support, and elaborate a point of view in sustained discussions about classroom topics.

Reading

EREV.01 - read and respond to literature;
EREV.04 - demonstrate understanding of the elements of a range of fiction and non-fiction forms of writing;
EREV.05 - use independently a variety of strategies to build vocabulary;
ERE1.02 - demonstrate understanding of some cultural references in Western and Canadian literature;
ERE1.03 - compare the treatment of common literary themes in a range of fiction materials;
ERE1.04 - analyse literature and classify it by type and theme;
ERE1.05 - use a variety of methods to demonstrate understanding of their personal reading;
ERE1.06 - write a critical review of a book or article;
ERE2.01 - use a variety of strategies to determine the meaning of unfamiliar words;
ERE2.02 - use a thesaurus to expand vocabulary and explain its use to others;

ERE3.02 - identify characteristic elements of a range of literary genre, including essays, short stories, novels, poetry, and drama;
ERE3.03 - use reading strategies effectively before, during, and after reading and explain their use to others.

Writing
EWRV.04 - use the sentence patterns and conventions of Canadian standard English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level;
EWR1.03 - write to analyse, interpret, and evaluate information and ideas.

Social and Cultural Competence
ESCV.02 - learn effectively in a wide variety of teaching and learning situations;
ESC2.01 - participate effectively in the full range of teaching and learning situations in the school.

Prior Knowledge & Skills

- knowledge of literary language terms, e.g., metaphor, simile, personification, and symbol
- knowledge of a plot graph
- familiarity with graphic organizers

Planning Notes

Independent Novel Study

- Students are taught how to write a critical review in preparation for writing a critical review of their independently read novel. A critical review:
  a) expresses an opinion and supports it with details and quotations from the story;
  b) explains how the setting influences the characters and the action of the story;
  c) comments on the believability of the characters and authenticity of the dialogue;
  d) comments on whether the sequence of events leading to the climax is realistic;
  e) reflects on the effectiveness of the ending;
  f) reflects on how well the author has achieved his/her goal in writing the novel.
- An effective way to teach students to write critical reviews is by example. Prepare examples of the elements of a critical review. An example of using details from a story to express an opinion is: *In* The Road to Chlifa, *it was easy to relate to Karim's feelings when he first went to school in Montreal. If all eyes had focused on me on my first day of school, and I had been questioned as Nancy questioned Karim, I would have also have felt, "like a carnival freak or some animal being inspected by potential buyers" (p.14). The author's clear descriptions of Karim's first day of school caused me to identify very closely with the main character and interested me in reading further.*
- Prepare a class set of Appendix 1B – Conference Report for Independent Novel Study and Appendix 1C – Evaluation of Student-Teacher Conference.

Literature Survey

- Select a personal essay and a short story on the theme of identity or choices. Biographical or autobiographical essays would work well.
- Modify the adjectives in Appendix 1D – Adjectives for Self-Analysis to reflect students in your class. Prepare two class sets of Appendix 1D to be used as a pre-reading activity to the essay. Develop questions to confirm understanding of the content of the essay and essay structure. For example:
  - With what qualities or other people does the author identify?
  - What problems does the author have with his/her identity?
  - Does the author have to make choices? If so, what choices does she/he make?
  - Why does the author make a particular choice?

- What do you think the individual in the essay will be doing ten years from now?
- What makes this an essay?
- What is the thesis of the essay? Where did you find it?
- Support your choice of thesis.

- Some background information that students should have when writing essays:

A Personal Essay:

a) uses an informal style;
b) is written in the first person;
c) is subjective in tone;
d) often contains background information, examples, and anecdotes;
e) is similar to writing a letter to an acquaintance;
f) has a traditional structure.

A Critical/Analytical Essay:

a) is often used for literary analyses;
b) must include specific references to plot, character, and/or setting to support thesis;
c) often includes quotes;
d) is written in third person;
e) sometimes requires additional research.

A Descriptive Essay:

a) chooses words carefully to create descriptions of people, places, or things;
b) provides details in an organized fashion;
c) may be objective or subjective;
d) may be first or third person.

A Narrative Essay:

a) is usually organized chronologically;
b) usually tells a non-fictional story;
c) implies the meaning/thesis rather than stating it directly;
d) may be in first or third person.

- Develop a pre-reading strategy to introduce the short story. For example, select words from the story that would help students identify setting, take students on an appropriate field trip or show a short video or film that relates to the theme or setting of the story.
- Find the cultural references in the story, e.g., biblical allusions, Greek mythology, Native mythology, English/French relations, people, places, film, fiction or fantasy characters. Include non-western references, e.g., jade (Asian), bindi, cows (south-east Asian), etc.
- Make a class set of Appendix 1E – Literary Genre Comparison Charts.
- Answer key for Appendix 1E – Literary Genre Comparison Chart.

	Poem	**Essay**	**Short Story**
Thesis/Theme	*Theme*	*Thesis*	*Theme*
Fiction/Non-fiction	*Fiction*	*Non-fiction and fiction*	*Fiction and non-fiction*
Structure	*Stanzas, phrases, sentences, verses, free verse*	*Sentences and paragraphs*	*Sentences and paragraphs*
Development (How it is written)	*Depends on the type of poem, e.g. narrative is chronological, lyrical is images, emotions, points of view, ideas, etc.*	*Arguments and supports (some personal and narrative essays use elements of story telling)*	*Chronological, flashbacks, foreshadowing*

	Poem	Essay	Short Story
Language	*Metaphors, similes, personification, assonance, alliteration, repetition, rhyme, rhythm, condensed use of language often not in grammatical or sentence form*	*Usually direct but may contain examples of literary language*	*Often incorporates imagery and symbolism; complexity or level of language matches the intended reader; usually includes dialogue*
Method of relaying a message, thought, belief	*Appeals to the reader's feelings and emotions; generally concise and condensed; the reader must infer the theme of the poem through images and feelings*	*Direct statement of purpose and message encapsulated in the thesis statement*	*Leads the reader to his/her own conclusions through the experience of the characters; theme/message must be inferred*

Materials Needed: an essay and a short story on the theme of identity and choices; class sets of Appendices 1B, 1C, 1D, and 1E; teacher-prepared questions to confirm understanding of the essay; and markers, chart paper, and three packages of different coloured sticky notes.

Teaching/Learning Strategies

1. Students bring their independent novels and book logs to class. Check book logs to assess student progress. Distribute Appendix 1B – Conference Report for Independent Novel Study and Appendix 1C – Evaluation of Student-Teacher Conference. Review the expectations, evaluation criteria, and dates for the conferences.
2. Teach students to write a critical review. (See Planning Notes.)
3. As a pre-reading activity, students use Appendix 1D – Adjectives for Self-Analysis to identify and categorize adjectives that analyse their personality and lead to an understanding of personal identity and the identity of characters in literature. Distribute copies of Appendix 1D. Students use dictionaries and thesauri to determine the meaning of any unfamiliar words in the list. Students highlight adjectives that describe themselves and organize the chosen adjectives into the categories on the chart. Adjectives can be used more than once. Students add at least five additional words of their own to the list. As a class, share and discuss the chosen adjectives.
4. Lead a class discussion on different types of essays, e.g., personal, critical, descriptive, and narrative. Distribute copies of the teacher-selected personal essay on identity and a second copy of Appendix 1D. While reading, students use the copy to record any adjectives that describe the individual in the essay. After students have finished reading the essay, they identify the type of essay and respond in writing to teacher-prepared comprehension questions. Collect answers to comprehension questions. In a class discussion, confirm students' understanding of the essay and, using Appendix 1D, discuss the personality of the narrator/author/persona.
5. To set the context for the teacher-selected short story, lead students through a pre-reading activity. For example, select words from the story that would help students identify setting, take students on an appropriate field trip, or show a video that relates to the theme or setting.
6. On the board, list the cultural references in the story. For homework, students discover the meaning of each reference. Advise students that good sources for information on cultural references may be friends, family, teachers, or the Internet.
7. Distribute the short story and have students read it independently.
8. In small groups, students share their research on cultural references and relate their findings to the story. Discuss how understanding cultural references enhances enjoyment of literature.

9. Review/teach plot graph and have students individually complete one. Collect the plot graph for formative assessment of comprehension of the story. As a class, complete a group plot graph to confirm comprehension of the story; students copy it into their notebooks.
10. Students respond in writing to questions that elicit theme, for example:
    a) In this story, we see that people are sometimes…
    b) In this story, we learn that life is sometimes…
    c) From this story, we learn that when they are in this situation, people will often…
    d) Before I read this story, I believed that…, but now…
11. In a class discussion, have students suggest themes for the story using their responses from Strategy 10. Expand this discussion to the thesis of the essay and the themes of the poetry. Lead students to the conclusion that the literature studied in this unit has dealt with the same theme.
12. Distribute Appendix 1E – Literary Genre Comparison Charts. Students use these charts to take notes from a teacher-directed class lesson on a comparison of literary genre.
13. Students work in groups of three. Give each group markers and a piece of chart paper. Groups copy the second chart on Appendix 1E and complete the first row with the titles of a poem studied, the essay, and the short story. Student triads fill in the chart with details/examples from the literature. Collect the charts and display them around the room. Give each student three different coloured sticky notes. As a class, decide the colours to represent agreement, disagreement, and surprise. Students walk around the room. While viewing their classmates' charts, students adhere their sticky notes to information they agree with, disagree with, and were surprised by. Return charts and comments to triads. Groups use classmates' comments to edit and improve their charts and prepare a final version. Collect charts and assess formatively.

Assessment & Evaluation of Student Achievement

Diagnostic: Answers to comprehension questions on essay to illustrate ability to use reading strategies and to analyse, interpret, and evaluate information. (EREV.01, ERE1.05, ERE3.03, EWR1.03)

Formative: Plot graph of the story to illustrate ability to use reading strategies. (EREV.01, ERE1.05, ERE3.03)

Formative: Comparison charts (Appendix 1E) to illustrate understanding of elements of different genres of literature and comparison of the treatment of common themes. (EREV.04, ERE1.03, ERE3.02, EWR1.03)

Accommodations

- Read additional essays and short stories.
- Students write an essay or short story on the theme of identity or the theme of choices.
- As an example, write a critical review of the short story with the class.

Resources

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2001. ISBN 0-7747-1490-5

Borovilos, J. *Breaking Through.* Scarborough: Prentice Hall Canada Inc., 1990. ISBN 0-13-083072-0

Busby, B.J. and P. Brock. *Coming to Canada.* Toronto: Prentice Hall Allyn and Bacon Canada, 1997. ISBN 0-13-742529-5

Dawe, R. and P. Mallet. *Reference Points.* Toronto: Prentice Hall, 2001. ISBN 0-13-019871-4

Porter, Jessie, ed. *Voices Past and Present*. Toronto: Wall and Emerson, 2000. ISBN 10895131-19-7

Davies, R., G. Kirkland, and J. Siamon. *Crossroads*. Toronto: 2000. ISBN 0-7715-1332-1

Activity 3: Research: Choosing a Future Path

Time: 6 hours

Description

Continuing with the theme of choices, students use an interest inventory to select an area to research. Students explore an educational path, which will lead them towards their chosen field. They continue researching this field using media, university and college calendars, and websites. Students synthesize their research into a visual and present it to their classmates.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest;
EORV.02 - communicate orally, using patterns of English grammar and pronunciation with the accuracy necessary for continued success in subject classrooms;
EORV.03 - analyse a variety of social contexts to determine the appropriate style of language and non-verbal behaviour to use in them;
EORV.04 - create and analyse a variety of media works in forms appropriate for different purposes and audiences;
EOR1.01 - make effective presentations on classroom topics with some teacher guidance;
EOR1.02 - express support and elaborate a point of view in sustained discussions about classroom topics;
EOR1.03 - communicate orally for a variety of education and career related purposes;
EOR2.01 - monitor their speech for accuracy and correct common grammatical errors;
EOR2.02 - use conventions of oral language appropriately;
EOR3.01 - analyse social context and adapt their style of speaking to suit the setting and audience.

Reading

EREV.02 - choose and respond to personal reading material comparable in scope and difficulty to materials chosen by their English-speaking peers;
EREV.03 - extract information from a variety of texts used in classroom subjects;
EREV.06 - use a range of research strategies independently to gather information for a variety of purposes;
ERE1.04 - analyse literature and classify it by type and theme;
ERE1.05 - use a variety of methods to demonstrate understanding of their personal reading;
ERE1.06 - write a critical review of a book or an article;
ERE2.01 - use a variety of strategies to determine the meaning of unfamiliar words;
ERE2.05 - take advantage of opportunities to use new words;
ERE3.01 - use a variety of cues to extract meaning from a textbook;
ERE3.02 - identify characteristic elements of a range of literary genre, including essays, short stories, novels, poetry and drama;
ERE3.04 - analyse how informational texts present facts and ideas;
ERE3.05 - record information from texts used in classroom subjects;
ERE4.01 - gather information from a variety of sources including electronic databases, websites, and online libraries;
ERE4.02 - synthesize and evaluate the information gathered from a variety of sources for an independent research project;
ERE4.03 - prepare a bibliography of print and electronic sources consulted during research;
ERE4.04 - acknowledge borrowed information, ideas, and quotations.

Writing
EWRV.01 - write in a variety of forms, adopting a voice suitable to the intended audience;
EWR1.01 - write coherently on a range of academic topics, using appropriate forms;
EWR1.02 - write creatively in a variety of forms.

Social and Cultural Competence
ESCV.01 - demonstrate understanding of a range of local, national, and global, issues;
ESC1.01 - analyse the media coverage of a current local, national, or global issue and present their own views;
ESC1.02 - evaluate the effectiveness of their own and peers' reports, letters, or speeches on current issues.

Prior Knowledge & Skills

- ability to access information from websites
- familiarity with course calendars

Planning Notes

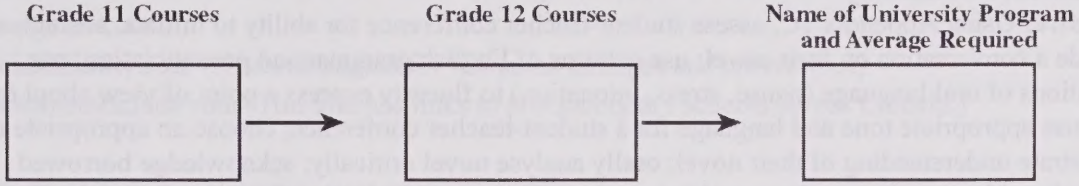
Independent Novel Study

- While students are conducting their postsecondary research, hold individual student/teacher conferences. Students submit their copy of Appendix 1B – Conference Report for Independent Novel Study and their critical reviews. They talk to the teacher about the novel they have read independently. Post a sign-up sheet in order to develop a schedule. Provide extra time for conferences if necessary.

Research

- Students in ESLEO are at a point in their educational careers where they must make serious educational choices. Course choices made in secondary school impact on the options available in postsecondary education. This activity has been included to help students make informed educational choices.
- Invite a guidance counsellor, if possible, to talk to the class about postsecondary options and applications. Encourage students to attend university and college presentations.
- For interest surveys, consult the Student Services Department or websites listed in Resources. Arrange for computer access. The language in the government website *Mazemaster* is accessible.
- Prepare class sets of Appendix 1F – Postsecondary Research: Choosing a Path to the Future, Appendix 1G – So Many Choices, Appendix 1H – Researching Postsecondary School Programs of Study, and Appendix 1I – Evaluation of Oral Presentation.
- Appendix 1F is used both in this activity and in the next activity. In this activity, students complete Part A and B.
- *Info* and *Communicaat* are reference booklets which list university and college course offerings. If possible, ask a counsellor to explain them to the students. Obtain class sets of *Info* and *Communicaat* and a selection of college and university calendars, or book computers for electronic access to these resources.
- Encourage students to choose areas of study, e.g., health sciences, rather than specific jobs, e.g., doctor.

- A sample flow chart for a university follows. Create a similar flow chart for a college path.



- If possible, arrange with library staff or an English teacher to review/teach bibliographical format to students.
- Prepare a graphic organizer for peer evaluation of poster presentations. For example:

Student Name	Field	Something Learned	Evidence of Knowledge of Topic (Achievement Levels 1-4)	Effectiveness of Presentation (Achievement Levels 1-4)

Materials Needed: copies of Appendices 1F, 1G, 1H, and 1I; copies of *Info, Communicaat,* and university and college calendars; and copies of the teacher-prepared organizer.

Teaching/Learning Strategies

1. Remind students of the dates for their student/teacher conference and the criteria for this conference (see Appendix 1B). Explain to students that these conferences are held while their classmates are conducting research on postsecondary options. Post a sign-up sheet.
2. Assist students as they complete an interest inventory and, from it, determine a direction to consider for their future.
3. Using Appendix 1F – Postsecondary Research: Choosing a Path to the Future, explain to students that they will be conducting an independent research assignment on a career area or field. Review Part A, emphasizing the various items that the research includes. Distribute copies of *Comunicaat, Info,* Appendix 1G – So Many Choices, and Appendix 1H – Researching Postsecondary School Programs of Study.
4. Support the teacher-counsellor as she/he demonstrates how to access the information required for Appendices 1G and 1H.
5. Assist students as they complete Appendices 1G and 1H. Students keep these sheets and all additional notes for submission with their research report in Activity 4.
6. On the board, model flow charts of college and university paths (see Planning Notes).
7. Support the library staff member as she/he teaches bibliographical format to the class.
8. With the class, review Part B of Appendix 1F and Appendix 1I – Evaluation of Oral Presentation. Assign a due date for the presentation of the research. Students work independently on research and visuals.
9. Independent Novel Study: During student-teacher conferences, use Appendix 1C – Evaluation of Student-Teacher Conference for assessment. Collect Appendices 1A and 1B. Assess for understanding of the novel, ability to write a critical analysis, ability to use new vocabulary, and ability to identify literary elements.
10. Students present their research. Evaluate the presentations using (see Appendix 1I). Students take notes and evaluate peer presentations on a graphic organizer. Collect for formative assessment.

Assessment & Evaluation of Student Achievement

Independent Novel Study

Summative: Using Appendix 1C, assess student-teacher conference for ability to initiate, sustain, and conclude a conversation on their novel; use patterns of English grammar and pronunciation; use conventions of oral language (pause, stress, intonation) to fluently express a point of view about the novel; use appropriate tone and language for a student-teacher conference; choose an appropriate novel; demonstrate understanding of their novel; orally analyse novel critically; acknowledge borrowed information, ideas, and quotations, and use new vocabulary. (EORV.01, EORV.02, EOR1.02, EOR2.02, EOR3.01, EREV.02, ERE1.05, ERE1.06, ERE4.04, ERE2.05)

Summative: Assess Appendix 1B and critical review for ability to choose an appropriate novel; demonstrate understanding of their novel; write a critical analysis of their novel; write coherently; write creatively; acknowledge borrowed information, ideas, and quotations; and use new vocabulary. (EREV.02, ERE1.05, ERE1.06, ERE2.05, ERE4.04, EWR1.01, EWR1.02)

Formative: Assess book log for ability to summarize plot and theme development. (ERE1.05)

Postsecondary Research

Summative: Assess visual (including bibliographical format) and presentation for ability to use patterns of English grammar and pronunciation; create a visual which supports the presentation; hold audience's interest; orally communicate education- and career-related information; use appropriate tone and language for a classroom presentation; gather information from a variety of sources; use information from a textbook; synthesize and evaluate information; prepare a bibliography; and analyse media coverage. (EORV.02, EORV.04, EOR1.01, EOR1.03, EOR3.01, EREV.03, EREV.06, ERE4.01, ERE4.02, ERE4.03, ESCV.01)

Formative: Assess student evaluation and notes of peers' presentations for completeness. (ESC1.02)

Accommodations

- Allow students to work in pairs.
- Students may explore more than one field of interest.
- Connect students with a guidance counsellor for help in selecting topic and career choice.

Resources

Acker, D. and D. Hodgkinson. *Language and Writing 10.* Scarborough: Nelson Thompson Learning, 2001. ISBN 0-17-618720-0

Comunicaat. Ontario College Application Centre.

Dawe, R., B. Duncan, and W. Mathieu. *Resourcelines 9/10.* Scarborough: Prentice Hall Ginn, 1999. ISBN 0- 1312922-4

Info. Ontario Universities Application Centre.

University calendars and community college calendars

Websites

CanLearn – www.canlearn.ca (This site takes you through the process of selecting a school.)

Career Cruising – www.careercruising.com (This site requires membership. Consult your board office for user name and password.)

Mazemaster – www.mazemaster.on.ca

Ontario Universities Application Centre – www.ouac.on.ca (Links to all Ontario university websites)

www.alis.gov.ab.ca/occinfo (This site has 501 occupational descriptions.)

www.hardc-drhc.gc.ca/jobfutures (This site has the latest information on the Canadian job market.)

www.island.com/careerpathadventures

www.jobprofiles.com (On this site, real people discuss what they do every day.)

www.nextsteps.org/net/career
www.ocas.on.ca (This site links you to Ontario colleges of applied arts and technology.)
www.realgame.com
www.schoolfinder.com (A search engine for Canadian colleges and universities)
www.schoolsincanada.com (This site has links to postsecondary schools across Canada.)

Activity 4: Synthesizing Choices

Time: 3 hours

Description

Students review the elements of report writing and write a report based on their research. They summarize an article on an issue pertaining to their career choice for inclusion in their report.

Strand(s) & Learning Expectations

Reading

EREV.06 - use a range of research strategies independently to gather information for a variety of purposes;
ERE4.01 - gather information from a variety of sources, including electronic databases, websites, and online libraries;
ERE4.02 - synthesize and evaluate the information gathered from a variety of sources for an independent research project;
ERE4.03 - prepare a bibliography of print and electronic sources consulted during research.

Writing

EWRV.01 - write in a variety of forms, adopting a voice suitable to the intended audience;
EWRV.02 - use the writing process independently to produce a final written or electronic version of an essay or a piece of creative writing;
EWRV.03 - organize and link ideas logically and effectively in written texts such as narratives and essays;
EWRV.04 - use the sentence patterns and conventions of standard Canadian English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level;
EWR1.01 - write coherently on a range of academic topics using appropriate forms;
EWR2.01 - use a variety of connecting words and phrases to express logical relationships between and among ideas;
EWR2.02 - use a variety of strategies to proofread, edit, and correct writing, focusing on effective style, relevant and interesting content, accurate spelling, and correct use of conventions;
EWR2.03 - publish written work, selecting a format suited to the intended audience and using technology, such as graphics and desktop publishing software, as appropriate.

Social and Cultural Competence

ESCV.01 - demonstrate understanding of a range of local, national, and global issues;
ESC1.01 - analyse the media coverage of a current local, national, or global issue and present their own views.

Prior Knowledge & Skills

- knowledge of bibliographical format
- familiarity with the format of a research report

Planning Notes

- Arrange access to computers for students to prepare the final copies of their research reports.
- Collect samples of reports as exemplars.
- An informational research report presents facts. The purpose of this report is to provide information for decision making. Elements of a report:
  - headings and subheadings;
  - graphics and charts to give report visual appeal and highlight information;
  - introduction, which includes information on the purpose of the report and the methods used to research the report, e.g., library, Internet, questionnaires, interviews;
  - the body of the report, presented in paragraphs under headings and subheadings;
  - conclusions and/or recommendations;
  - bibliography and resources.
- Make copies of Appendix 1J – Evaluation of Research Report.

Materials Needed: samples of reports and copies of Appendix 1J.

Teaching/Learning Strategies

1. Refer to Part C of Appendix 1F – Postsecondary Research: Choosing a Path to the Future and Planning Notes to review/teach the elements of a report. Show students examples of reports. Extend the discussion to compare a report to the structure of an essay or short story. Review bibliographical format and discuss Appendix 1J – Evaluation of Research Report.
2. Using Appendix 1G – So Many Options, Appendix 1H – Researching Postsecondary School Programs of Study, their visuals, and their research notes, students write an in-class report based on their postsecondary research.
3. For homework, students prepare a graphic for inclusion in their research report (chart, table, graph, or illustration) based on information from their research, e.g., employment trends in their job field.
4. Using word processing, students edit and revise their research reports. Students submit all notes, rough drafts, and final drafts of their reports. Summatively assess notes and reports for students' ability to take notes, synthesize and evaluate information from a variety of sources, use report-writing format, and prepare a bibliography.

Assessment & Evaluation of Student Achievement

Summative: Assess research report for students' ability to take notes, synthesize, and evaluate information (EREV.06, ERE4.01, ERE4.02, ERE4.03, EWRV.01, EWRV.02, EWRV.04, EWR1.01, EWR2.02, EWR2.03)

Accommodations

- Write the report with a partner.
- Peer-edit the report.
- Add additional headings in areas of interest.

Resources

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada. ISBN 0-7747-1490-5

Appendix 1A

Book Log

Title:

Author:

Student Name:

Fill in the chart as you read your novel.

Chapter	Start Date and End Date	Plot Summary	Reflections on the Theme

Appendix 1B

Conference Report for Independent Novel Study

Conference Date:
Title:
Author:

Part 1

At this conference, you will meet with your teacher to discuss the novel that you have been reading.
To prepare for this conference:

a) Read your novel, complete the book log, and bring both to the conference.
b) Complete the graphic organizer based on information in your novel.

Main Characters (with brief description of their personalities)	
Setting	
Primary Conflict	
Climax	**Resolution**
Theme	

Eight Examples of Literary Language (must include at least one of each of the following: simile, metaphor, personification, symbol)

Example	Page Number	Simile, Metaphor, Personification, Symbol	Meaning

Part 2

On a separate piece of paper, write a critical review of this book.

Appendix 1C

Evaluation of Student-Teacher Conference

Name:

Your Student/Teacher Conference will be held on: _____. Bring your novel, book log, conference report, and critical review to this conference.

Levels of Achievement:
1 = limited proficiency
2 = some proficiency
3 = considerable proficiency
4 = thorough proficiency

		Levels of Achievement			
1.	Initiated, sustained, and concluded a conversation on the novel (EORV.01)	1	2	3	4
2.	Used patterns of English grammar and pronunciation (EORV.02)	1	2	3	4
3.	Used conventions of oral language (pause, stress, intonation) (EOR2.02)	1	2	3	4
4.	Fluently expresses a point of view about the novel (EOR1.02)	1	2	3	4
5.	Used appropriate tone and language for a student/teacher conference (EOR3.01)	1	2	3	4
6.	Chose an appropriate novel (EREV.02)	1	2	3	4
7.	Demonstrated understanding of the novel (ERE1.05)	1	2	3	4
8.	Analysed novel critically: expressed, supported, and elaborated on a point of view (ERE1.06)	1	2	3	4
9.	Acknowledged borrowed information, ideas, and quotations (ERE4.04)	1	2	3	4
10.	Used sophisticated vocabulary (ERE2.05)	1	2	3	4

Student's Comments:

Teacher's Comments:

Appendix 1D

Adjectives for Self-Analysis

Look at the adjectives in the list and highlight the words that describe you.
Insert the adjectives into the chart under the appropriate headings. You may use words as many times as you like. Add five of your own words to the list.

Home	Academic	Social	Nationality/Religion	Physical	Other

Active	Compassionate	Fearful	Lonely	Polite
Angry	Cordial	Formal	Loving	Reluctant
Artistic	Creative	Friendly	Messy	Rude
Bashful	Cute	Good-looking	Muslim	Russian
Bold	Defiant	Helpful	Musical	Sensitive
Buddhist	Diligent	Hindu	Narrow-minded	Somali
Canadian	Distant	Homely	Obedient	Studious
Careful	Distinguished	Honest	Ordinary	Suspicious
Catholic	Docile	Iranian	Outgoing	Sympathetic
Chinese	Enthusiastic	Jealous	Passionate	Tactful
Christian	Estranged	Jewish	Playful	Terrific
Cooperative	Extraordinary	Lazy	Perfectionist	Valiant

Appendix 1E

Literary Genre Comparison Chart

Chart for recording class discussion on the comparison of literary genre.

	Poem	Essay	Short Story
Thesis/theme			
Fiction/Non-Fiction			
Structure			
Development			
Language			
Method of relaying a message, thought, or belief			

Chart for group work

	Poem	Essay	Short Story
Title			
Thesis/Theme			
Fiction/Non-Fiction			
Development			
Language			

Appendix 1F

Postsecondary Research - Choosing a Path to the Future

Part A: Research and Visual

1. From the results of your Interest Inventory, choose a career area or field to explore. REMEMBER: Your research choice should indicate a career area or field rather than a specific career (e.g., health science rather than doctor, computer studies rather than analyst, aviation rather than pilot).
2. Research your chosen field. Prepare a visual which includes the following:
   - flow charts of the college and university path to your chosen field;
   - three courses you will study at either college or university with a short explanation of each;
   - a newspaper article on present and/or future issues in your chosen field with point-form summary of main ideas and bibliographical information;
   - an advertisement for a job in the chosen field with bibliographical information;
   - a list of tasks and skills performed by people in the chosen field;
   - information from a textbook or library book that relates to your chosen field (with bibliographical information).
3. Using *Info, Comunicaat,* and college calendars, complete Appendix 1G – So Many Options and Appendix 1H – Prerequisites.
4. Create the visual, incorporating the information, to enhance your presentation.

Part B: Presentation

1. Make a presentation about your chosen field. For your presentation:
   - introduce your chosen field by describing your visual;
   - explain the routes a person interested in your field can take at college and at university;
   - spotlight one college program and one university program;
   - present your analysis of current issues based on your media and textbook research;
   - conclude your presentation with recommendations for someone interested in this field.

Part C: Report

Write a report based on your research. This report is written in class; however, you may refer to your research notes and visual. You may create a graph, picture, or chart at home to enhance your report. After you have completed your first draft, edit and rewrite your report.

Use the following headings and subheadings:

A. Purpose of the report and research methods used (calendars, interviews, Internet, etc.)
B. Career field researched and the occupations it includes:
C. Pathways:
   i. University path
   ii. College path
D. Current Happenings in the Field
E. Other - could include spotlight of a specific program, skills, attitudes, aptitudes, interviews, etc.
F. Recommendations
G. Bibliography of all resources

Appendix 1G

So Many Choices

Chart 1

Your field of interest: _____

Use the index in the *Info* booklet to complete the following chart. List universities offering a program in your field of interest and indicate whether the program is a graduate, undergraduate, or co-op program.

#	University	Program Title	Co-op	Undergraduate	Graduate

Use the area of study listing in the *Communicaat* booklet to find a program in your field of interest. Use the area of study chart in to list colleges offering a program in the field and indicate the program type.

#	College	Program Title	Program Type

Appendix 1H

Researching Postsecondary School Programs of Study

Chart 2

Choose four specific university programs from Chart 1 (Appendix 1G). Use the University Program of Study section in the Info booklet or website, or the university website, to complete the chart.

University	Program Name	# of Students who Applied and # of Students Accepted	Last Year's Admission Average	Admission Requirements	Special Requirements

Choose four specific college programs from Chart 1. Use the college calendars to complete the chart.

College	Program Title	# of Semesters	Admission Requirements	Special Requirements

Appendix 1I

Evaluation of Oral Presentation

Levels of Achievement:
1 = limited proficiency 2 = some proficiency
3 = considerable proficiency 4 = thorough proficiency

		Levels of Achievement			
1.	Used patterns of English grammar and pronunciation (EORV.02)	1	2	3	4
2.	Created a visual to support the presentation (EORV.04)	1	2	3	4
3.	Held audience's interest (EOR1.01)	1	2	3	4
4.	Orally communicated education and career-related information (EOR1.03)	1	2	3	4
5.	Used appropriate tone and language for a classroom presentation (EOR3.01)	1	2	3	4
6.	Gathered information from a variety of sources (ERE4.01)	1	2	3	4
7.	Used information from a textbook (EREV.03)	1	2	3	4
8.	Synthesized and evaluated information (ERE4.02)	1	2	3	4
9.	Prepared a bibliography (ERE4.03)	1	2	3	4
10.	Demonstrated understanding of a range of local, national, and global issues (ESCV.01)	1	2	3	4

Student's Comments:

Teacher's Comments:

Appendix 1J

Evaluation of Research Report

Levels of Achievement:
1 = limited proficiency 2 = some proficiency
3 = considerable proficiency 4 = thorough proficiency

		Levels of Achievement			
1.	Used a variety of sources (ERE4.01)	1	2	3	4
2.	Synthesized and evaluated information from a variety of sources (ERE4.02)	1	2	3	4
3.	Prepared a bibliography (ERE4.03)	1	2	3	4
4.	Use the writing process to produce a final version (EWRV.02)	1	2	3	4
5.	Organized and linked ideas effectively (EWRV.03)	1	2	3	4
6.	Used the sentence patterns and conventions of standard Canadian English (EWRV.04)	1	2	3	4
7.	Wrote coherently (EWR1.01)	1	2	3	4
8.	Used relevant and interesting content (EWR2.02)	1	2	3	4
9.	Used correct report format for final copy (EWR2.03)	1	2	3	4

Student's Comments:

Teacher's Comments:

Unit 3: Will's World – The Time of Shakespeare

Time: 15 hours

Unit Description

Students examine the cultural and historical contexts of the Elizabethan era. They research an aspect of the time, create a media work, and present it to the class. Complex infinitive structures are studied through the analysis of a reading about the Shakespearean audience. Students analyse a visual about Shakespeare's time and write an expository piece about it.

Activity 1: Wherefore Art Thou? Assessing Student Knowledge of Shakespeare and the Elizabethan World

Time: 2 hours

Description

In this introductory diagnostic activity, students brainstorm their background knowledge on the life and times of Shakespeare. They work in groups, jot down points on topics, discuss as a class, and write summary notes. Students complete diagnostic quizzes on Shakespeare and a play such as *Romeo and Juliet*.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest;
EOR2.02 - use conventions of oral language appropriately.

Reading

EREV.04 - demonstrate understanding of the elements of a range of fiction and non-fiction forms of writing;
ERE3.03 - use strategies effectively before, during, and after reading and explain their use to others.

Writing

EWRV.01 - write in a variety of forms adopting a voice suitable to the intended audience;
EWR1.01 - write coherently on a range of academic topics, using appropriate forms.

Social and Cultural Competence

ESCV.02 - learn effectively in a wide variety of teaching and learning situations;
ESC2.01 - participate effectively in the full range of learning and teaching situations in the school.

Prior Knowledge & Skills

- ability to take point-form notes from discussions
- ability to make summary notes from point-form notes

Planning Notes

- Prepare an overview of Unit 3 activities. Include due dates of all assignments.
- Inform students to keep all notes, research, and assignments for the culminating assignment in Activity 4.
- Conduct personal background research on the life and times of Shakespeare. Consult Resources.

- Some of the students will come to ESL with a rich literary background in the study of Shakespeare in first language or English. Others may not. Teachers must be prepared to fill in the gaps for students as needed. Supplementary information, as listed in Resources, may be helpful. Additionally, check the resources available in the school and the public library.
- Prepare chart paper for a brainstorming activity by writing one title from the following list on each piece of chart paper: Shakespeare; *Romeo And Juliet* (or the title of the play to be studied); Fate: The Wheel Of Fortune; The Elizabethean Era; Different Kinds Of Love; Arranged Marriages; Masques/Feasts/Balls. For example, in the topic of Arranged Marriages, the following items might be generated: parents choose husband/wife; forced marriage; love not important; marrying out of respect for the parents, etc.
- During brainstorming, there may be erroneous information posted by students. Clarify and correct information in the group discussion following the brainstorming activity.
- Teachers may select student groups in advance to ensure heterogeneous groupings.
- Be diligent about the timing of the brainstorm activity. Students should work on each topic for no more than five minutes.
- Diagnostic quizzes have been designed to further probe students' background knowledge on the life and times of Shakespeare and on *Romeo and Juliet*. Teachers who are selecting an alternate play will need to write questions pertaining to their selection for Appendix 3B – Quiz on *Romeo and Juliet*: Test Your Knowledge.
- Make copies of Appendix 3A – Quiz on Shakespeare: Test Your Knowledge and Appendix 3B – Quiz on *Romeo and Juliet*: Test Your Knowledge.
- Answers to Appendix 3A: 1 (B), 2 (C), 3 (E), 4 (D), 5 (B), 6 (B), 7 (E), 8 (D), 9 (A), 10 (A).
- Regarding question 5: Shakespeare wrote 37 plays, including ten histories, ten tragedies, and 17 comedies.
- Answers to Appendix 3B: 1 (C), 2 (D), 3 (A), 4 (C), 5 (A), 6 (B), 7 (A), 8 (A), 9 (B), 10 (E), 11 (E).

Materials Needed: chart paper and markers, dictionaries and thesauri, copies of Appendices 3A and 3B, and copies of the teacher-prepared unit overview.

Teaching/Learning Strategies

1. Inform students that they will be studying a Shakespearean play in preparation for their successful integration into mainstream English classes. Distribute and explain the unit overview. Inform students that they will be made aware of the language and the cultural and historical context of the Elizabethan era.
2. Tell students that the preliminary diagnostic activity will provide them with the opportunity to show what they already know and think about Shakespeare and the Elizabethan era.
3. Divide the class into five groups. Students remain in these groups for the entire activity. Briefly review group members' roles (gatekeeper, scribe, timekeeper, etc.). Remind students to use appropriate language of negotiation in group discussions. Introduce the topics of the activity. Tell students that they will have the opportunity to work on each topic in their groups.
4. Distribute one piece of chart paper and one marker to each group. Assign one of the following topics to each group: Shakespeare; *Romeo and Juliet;* Fate: The Wheel of Fortune; The Elizabethan Era; Different Kinds of Love; Arranged Marriages; Masques/Feasts/Balls. Briefly explain each topic. Tell students to write down words, thoughts, and associations that come to mind when they think about their topic. Students jot their thoughts down in point form on the chart paper. After three minutes, rotate the chart paper. Students brainstorm on the new topic. They review the work of the previous group and add new points. Rotation of chart paper continues until each group has worked on each topic.

5. Post all chart papers. Read the lists aloud, discuss any discrepancies and add any new information that arises from the class discussion. Fill in background information that has not been raised by students and add it to the chart papers. Touch on the universal themes and timelessness of Shakespeare's body of work, e.g., love, coming of age, ambition, discrimination, loyalty, etc. Ask students how they have come to know about Shakespeare.
6. Students record chart paper discussion points in their notebooks. For homework, students write summary notes in sentence form for each of the topics.
7. Collect summary notes and assess for completion and accuracy.
8. Distribute Appendix 3A. Stress that the purpose of this diagnostic quiz is to assess background knowledge. Students then complete Appendix 3A independently.
9. Review/teach strategies for completing a multiple-choice test, including the process for eliminating the two most unlikely answers and contrasting the remaining choices. Invite students to review their answers and make corrections as necessary. Have students share the reasons for the changes.
10. Students complete Appendix 3B – Quiz on *Romeo and Juliet* independently, applying the strategies for taking multiple-choice tests.
11. Take up the quizzes. Discuss the answers. Tell students to make their corrections in a different colour so they can identify the new information that they have learned. While taking up the quizzes, draw student attention to the mass appeal of Shakespeare's work in his own era and beyond because of the universal nature of his themes. Ask students why they think it is important to study Shakespeare in school.
12. Discuss idiomatic language and difficult vocabulary items in the quizzes. Collect the corrected quizzes and assess that corrections have been noted.

Assessment & Evaluation of Student Achievement

Diagnostic: Assess student discussion on background knowledge and ideas of Shakespeare and his times for content and style of discussion. (EORV.01, EOR2.02)

Diagnostic: Assess summary notes for completion and accuracy. (EWRV.01, EWR1.01)

Diagnostic: Assess that corrections have been made to quizzes after they have been taken up. (EREV.04, ERE3.03)

Accommodations

- Students write summary paragraphs about one of the topics or about other Shakespearean plays they have studied.

Resources

Saliani, Dom, C. Ferguson, and Dr. T. Scott, eds. *Introducing Shakespeare*. ITP Nelson Canada, 1997. This is part of the Global Shakespeare series, a set of student anthologies that is appropriate for second-language learners. This book contains excerpts of some of Shakespeare's most famous speeches, scenes, and sonnets from a range of plays commonly taught in high schools.

CD-ROMs

Introducing Shakespeare CD-ROM: The Global Shakespeare Series. ITP Nelson. This CD contains interesting information about Shakespeare's life and his world. Video clips take students to actual places in both London and Stratford (60 minutes of guided video tours.)

Websites

http://www.lynchmultimedia.com

The Folger Shakespeare Library – www.folger.edu.education/teaching/html
(This website has resources created by classroom teachers for a wide range of plays and historical information. Refer to Lesson 155 on the language of courtly love, Lesson 183 about arranged marriages in the 17th century, Lesson 151 about child-parent relationships, and Lesson 6 for visualizing Shakespearean plays.)

www.absoluteshakespeare.com
(This website contains information about Shakespeare and his literary works. It answers many questions students may have about his personal life.)

www.britishtheatretqn.com

www.online-literature.com

www.rdg.ac.uk/globe
(This website is sponsored by the University of Reading and has resources for understanding Shakespeare's Globe Theatre and its reconstruction.)

www.rennaisance-faire.com

www.shakespeare.palomar.edu/
(This website is regularly updated with information about Shakespeare's life and times. Use of key visuals makes information accessible. Quizzes are included.)

www.shakespeare-online.com/biography

Activity 2: Will's World – Reading about the Social, Historical, and Cultural Dynamic

Time: 3 hours

Description

Students read about the socio-cultural and historical contexts of Shakespeare's time. Through reading comprehension and note-taking activities, students learn about infinitives. Students write summary paragraphs and study vocabulary. Their knowledge is assessed through a content quiz.

Strand(s) & Learning Expectations

Reading

EREV.05 - use independently a variety of strategies to build vocabulary;
ERE1.01 - use knowledge of personal, historical, and cultural backgrounds of authors and audiences to explain themes, situations, and characters represented in texts;
ERE2.01 - use a variety of strategies to determine the meaning of unfamiliar words;
ERE3.03 - use reading strategies effectively before, during, and after reading and explain their use to others.

Writing

EWRV.01 - write in a variety of forms, adopting a voice suitable to the intended audience;
EWR1.03 - write to analyse, interpret, and evaluate information and ideas;
EWR3.03 - use appropriately, and with a high degree of accuracy, complex syntactical structures such as the infinitive and/or the gerund as object.

Prior Knowledge & Skills

- ability to summarize main points using graphic organizers
- ability to scan texts for specific information
- ability to use a variety of strategies to determine the meaning of unfamiliar vocabulary items

Planning Notes

- Prepare multiple copies of Appendix 3C – The Shakespearean Audience.
- Locate supplementary grammar exercises on the uses of the infinitive. Have copies available for distribution in Strategy 4.
- Prepare quizzes on the content of Appendix 3C and the uses of the infinitive. Make copies for distribution in Strategy 11.
- Some students may be unclear about the process of extracting information, paraphrasing, and taking notes. Review the notion of plagiarism and your school's policy on academic honesty.

Materials Needed: copies of Appendix 3C, supplementary grammar activities on the uses of the infinitive, and the teacher-prepared information-gap quiz

Teaching/Learning Strategies

1. Distribute Appendix 3C – The Shakespearean Audience. Have students read the article silently to themselves. Ask them to highlight any unfamiliar vocabulary items. Divide the board into separate sections for each paragraph of the article. Invite students to the board to record the vocabulary they highlighted from each of the sections. Review or teach strategies to determine the meaning of unfamiliar words (infer meaning from context, relate unfamiliar words to cognates or word families, consult a dictionary, etc.).
2. Read the article together as a class. Discuss content and vocabulary.
3. Introduce the uses of the infinitive. Draw attention to the infinitive structures embedded in the article. Assign additional grammar practice for homework. Correct as a class next day.
4. Review/teach skimming. Students skim the article independently for main ideas.
5. Review/teach graphic organizers, e.g., T-chart, pie graph, flow chart, etc., as methods for recording main ideas. Decide with the class the most appropriate graphic organizer to record the main points of Appendix 3C. In pairs, students consider subtopic headings for each of the paragraphs/sections to express the main ideas. Inform students that the heading may be a statement or a question that the paragraph answers. Have students make notes on each paragraph of the article using the agreed-upon graphic organizer. Stress the notion that students must record information in their own words or cite sources. Their notes must reflect the main ideas as well as the relationships between the ideas.
6. Take up the notes as a class. Have students correct their work in another colour. Collect and assess notes for content and corrections made.
7. Next class, list on the board the criteria for an effective summary. Students copy the list into their notebooks for future reference.
8. Return notes to students. Using their notes only, students write summaries, in paragraph form, about the article.
9. Students read their summaries to each other, edit, and peer assess. They cite examples of effective paragraph writing in their peer assessments.
10. Students write content quizzes on the Shakespearean audience and the uses of the infinitive.

Assessment & Evaluation of Student Achievement

Summative: Assess summary notes of Appendix 3C – The Shakespearean Audience for analysis, interpretation, and evaluation of content. (EWR1.03)
Summative: Assess information-gap quiz on Appendix 3C for appropriate use of vocabulary and knowledge of content. (EREV.05, ERE1.01)
Summative: Assess quiz on infinitives for correct grammatical use. (EWR3.03)

Accommodations

- Students read Appendix 3C – The Shakespearean Audience in pairs or triads.
- Students write summaries in pairs.

Activity 3: Will's World – Researching Aspects of Shakespeare's Times

Time: 6 hours

Description

Students conduct research about the Shakespearean era, create a media work based on their research, and present it to the class. Students practise research and note taking, create a bibliography, and take notes from the presentations of their peers.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude conversations and discussions on a wide variety of topics on personal, social, and academic interests;
EORV.04 - create and analyse a variety of media works, in forms appropriate for different purposes and audiences;
EOR1.01 - make effective presentations on classroom topics, with some teacher guidance;
EOR4.03 - create media works for different purposes and explain how the purpose influenced their design decisions in each case.

Reading

EREV.06 - use a range of research strategies independently to gather information for a variety of purposes;
ERE4.01 - gather information from a variety of sources, including electronic databases, websites, and online libraries;
ERE4.03 - prepare a bibliography of print and electronic sources consulted during research;
ERE4.04 - acknowledge borrowed information, ideas, and quotations.

Writing

EWRV.03 - organize and link ideas logically and effectively in written texts such as narratives and essays;
EWRV.04 - use the sentence patterns and conventions of standard Canadian English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level;
EWR1.01 - write coherently on a range of academic topics, using appropriate forms;
EWR1.03 - write to analyse, interpret, and evaluate information and ideas;
EWR2.02 - use a variety of strategies to proofread, edit, and correct writing, focusing on effective style, relevant and interesting content, accurate spelling, and correct use of conventions;
EWR2.03 - publish written work, selecting a format suited to the intended audience and using technology, such as graphics and desktop publishing software, as appropriate.

Social Cultural Competence

ESCV.02 - learn effectively in a wide variety of teaching and learning situations;
ESC2.01 - participate effectively in the full range of learning and teaching situations in the school.

Prior Knowledge & Skills

- ability to take notes from a variety of print and media resources
- ability to take notes from oral presentations
- ability to complete a bibliography (references cited sheet)
- ability to use quotation marks and ellipses correctly

Planning Notes

- Students, in triads, select and research a topic on Shakespeare's time and prepare a poster with ten facts garnered from their research. Topics may include food, living conditions, sports, education, clothing/fashions, health/medicine, family life, the class system, the feudal system, beliefs/ superstitions, acting customs, etc. Select additional topics to suit the resources of your library. Ensure that each group is researching a different topic.
- Provide the library staff with a copy of the assignment, Appendix 3D – Shakespeare's Time Assignment. Ask the library staff to review bibliographic format with the class, if required.
- In consultation with the library staff, gather resources, illustrations, and pictures of the Shakespearean era for the research project. The illustrations and pictures may be used again in Activity 4: A Multitude of Words Doth this Picture Evoke.
- Book two or three periods in the library/resource centre and one period with computer access.
- Create four rubrics to evaluate the research notes, the poster, the class presentation, and note taking.
- Wherever possible, collect samples of student work to be used as exemplars in the future.
- Make copies of Appendix 3D – Shakespeare's Time Assignment.
- The timelines between Activity 3 and Activity 4 are tight. Students need to have all corrected work returned to them before they can begin the culminating assignment in Activity 4.

Materials Needed: Bristol boards/poster paper, glue, scissors, markers, tape, copies of Appendix 3D, and the teacher-prepared rubrics.

Teaching/Learning Strategies

1. Inform students that they will be working in triads to complete a poster assignment on Shakespeare's time. Using at least one book, one Internet site, and one encyclopedia, they research one topic, gather ten facts, select pictures and illustrations, and create a poster for presentation in the class. Students are evaluated on their research notes, on their posters, on their presentations, and on the notes they take during presentations.
2. Distribute and explain the assignment (Appendix 3D) and the evaluation rubrics. Remind students about note taking; using graphic organizers; and acknowledging borrowed information, ideas, and quotations.
3. Where available, show exemplars of previous student work.
4. Assign research groups or have students choose research partners. Students select topics. Ensure that each group is working on a different topic. Assign due dates for the presentations. Class time is devoted to research in the library/resource centre; however, students have to complete some research outside of class time.
5. Students research in the library/resource centre.
6. While students are researching their topics, circulate to clarify questions and to ensure that students are on task. Confer with students about note taking and graphic organizers, reminding them to record the information in their own words. Remind students to keep all their research and rough notes for submission. Review appropriate citing of research. Students submit their references-cited worksheet/ bibliography for assessment.
7. Students spend one class period with computer access to complete final drafts. Students may have to meet outside of class time to complete and peer edit their work.

8. Students then assemble their posters and prepare their presentations. All students must have an equitable speaking part during the presentations.
9. Review/teach taking notes from presentations. Focus on using abbreviations, point-form, succinct statement of main ideas, and key vocabulary/terminology.
10. Students present their posters to the class and take notes on the presentations of their peers. Collect student notes for assessment.
11. Mount posters for display in the classroom.

Assessment & Evaluation of Student Achievement

Note: Each student's work must be separate for summative assessment.

Formative: Assess individual research notes for the ability to gather information from print and electronic sources, to cite borrowed information, and to make notes using appropriate graphic organizers. (EREV.06, ERE4.04, ERE4.01)

Formative: Assess group references cited worksheets/bibliography for appropriate format. (ERE4.03)

Formative: Assess group poster for thematic unity; organization; accuracy of grammar; coherence; selection of appropriate content; editing; and selection of a suitable format for final, published copy. (EORV.04, EOR4.03, EWRV.03, EWRV.04, EWR1.01, EWR1.03, EWR2.02, EWR2.03)

Formative: Assess group class presentations for effectiveness and individual oral participation. (EOR1.01)

Formative: Assess individual note-taking from presentations for use of abbreviations, point-form, succinct statement of main ideas, and key vocabulary. (ESCV.02)

Accommodations

- Students create a bulletin board display, mural, or model in lieu of a poster.
- Students select supplementary topics, such as: the role of women in Shakespearean society; the role of dreams in foretelling the future; beliefs in fortune and fate; masques, balls, and dances.

Resources

www.online-literature.com
www.shakespeare.palomar

Activity 4: A Multitude of Words Doth This Picture Evoke

Time: 4 hours

Description

Students conduct individual research on one specific aspect of a topic presented in the previous activity. They select an image, analyse it, and write a series of linked expository paragraphs about it. Students share with the class the information garnered in a forum discussion. They write an open-book test on the knowledge gleaned from the unit about the life and times of Shakespeare.

Strand(s) & Learning Expectations

Oral and Visual Communication

EORV.01 - initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interests;
EORV.04 - create and analyse a variety of media works in forms appropriate for different purposes and audiences;
EOR1.02 - express, support, and elaborate a point of view in sustained topics about classroom topics.

Reading
EREV.03 - extract information from a variety of texts used in subject classrooms;
ERE4.02 - synthesize and evaluate the information gathered from a variety of sources for an independent research project.

Writing
EWRV.03 - organize and link ideas logically and effectively in written texts such as narratives and essays;
EWRV.04 - use the sentence patterns and conventions of standard Canadian English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level;
EWR1.01 - write coherently on a range of academic topics, using appropriate forms;
EWR1.03 - write to analyse, interpret, and evaluate information and ideas;
EWR2.03 - publish written work, selecting a format suited to the intended audience and using technology such as graphics and desktop publishing software, as appropriate.

Prior Knowledge & Skills

- knowledge of the Shakespearean era acquired in the unit
- ability to analyse and interpret a variety of media works
- ability to complete a bibliography (references cited sheet)
- ability to use quotation marks and ellipses correctly
- ability to write a lengthy reflective journal entry

Planning Notes

- This activity is an expansion of the previous one. In Activity 3, students researched a broad topic using several pictures and illustrations to embellish and support their research. A group might have researched the topic, Entertainment. They might have identified various forms of entertainment, such as jousting, fencing, bear-baiting, poetry readings, viewing plays, etc. In this activity, students work individually. From the broader topic of entertainment, a student focuses on a specific topic, e.g. fencing. The student then selects one illustration or picture of fencing for in-depth research and, in linked paragraphs, describes this particular visual image with facts garnered through research.
- Book one period in the library/resource centre and one period with computer access.
- Provide the library staff with a copy of the assignment.
- In consultation with the library staff, gather pictures, diagrams, and illustrations. Some pictures may have been used in the previous activity.
- Prepare a model of a completed assignment for demonstration if exemplars are not available.
- Ensure that each student is researching a different visual image.
- Make copies of Appendix 3E – Illustration Assignment.
- In this activity, students present their assignments in a forum discussion. The informal nature of this method of presentation allows for more dialogue between presenter and audience.
- Collect student work and make a display entitled, "The Time of Shakespeare." Alternatively, prepare a booklet with the work for classroom reference. Post or distribute the work in preparation for the in-depth study of a Shakespearean play.
- Collect samples of student work to use as exemplars.
- The final assessment in this unit, the open-book test, replaces a traditional content test. All unit assignments need be corrected and returned to students at the start of this activity.

Materials Needed: glue, scissors, and copies of Appendix 3E.

Teaching/Learning Strategies

1. Students work independently to research an illustration or picture about a specific topic on the Shakespearean era. Students are assessed on their research and on their presentation.
2. Distribute and explain the assignment sheet, Appendix 3E – Illustration Assignment. Remind students about note taking; using graphic organizers; and acknowledging borrowed information, ideas, and quotations.
3. As a class, develop criteria for peer evaluation of the forum presentations. Post the criteria for reference in a prominent place in the classroom. Students use the criteria to evaluate their peers.
4. Select one picture and, using the criteria, model the assignment. Where available, show exemplars of previous student work.
5. Students select one illustration and research it in the library/resource centre. Ensure that each student is working on a different picture.
6. While students are conducting their research, circulate to clarify questions and to ensure that students are on task. Confer with students about note taking and the use of key visuals, reminding them to record the information in their own words. Also remind students to appropriately cite any research they wish to quote.
7. For homework, students write linked paragraphs from the information they researched.
8. Using computers, students peer edit the rough draft, complete the final draft copy of their assignment, and assemble their work into a presentation.
9. For homework, students rehearse their forum presentations.
10. Divide the class into four groups. Ensure that there is a mix of topics researched in each forum. Students present their work to their groups. Encourage group members to ask questions of the presenters.
11. Circulate during the forum presentations to ensure that all students are on task.
12. Collect the illustration assignment for assessment.
13. Remind students to bring all their notes on the unit for the next day's in-class final assessment activity.
14. Next day, students write an open-book test on the content of the unit. They have one period to explain what they have learned about Shakespearean time. They must write a minimum of two pages, single-spaced. This assignment provides students the opportunity to articulate their thoughts, feelings, and knowledge in a coherent and summative way.
15. Remind students to write about what they have learned as well as what they have thought about. On the board, list some ways for students to organize their response, such as: What I Learned; What Surprised Me; What I Still Have Questions About; Where I Can Go To Further My Knowledge About the Times; How This Information Will Help Me In My Study of a Shakespearean Play. Suggest that students write short jot notes or a skeletal outline of their responses before they commence writing, similar to answering an essay question on an exam. Inform students to use their notes as springboards; that they cannot simply copy topics or paragraphs verbatim from their notes.
16. Collect the open-book test and assess for content and style.

Assessment & Evaluation of Student Achievement

Summative: Assess illustration assignment for content, organization, ability to link ideas, grammar, and appropriate format. (EWR1.03, EWRV.03, EWRV.04, EWR2.03)

Formative: Students peer assess forum presentations for introduction of topic, explanation of research, and conclusion of presentation. (EORV.01, EOR1.02)

Summative: Assess open-book content test for organization, ability to link ideas, grammar, coherence, and ability to synthesize unit content. (EWRV.03, EWRV.04, EWR1.01, EWR1.03)

Accommodations

- Students present their mini-presentations to the teacher.
- Students can complete their reflective writing outside of the class.

Appendix 3A

Quiz on Shakespeare: Test Your Knowledge

1. Shakespeare was:
   a) Irish. b) English. c) Canadian. d) American. e) Australian.

2. Shakespeare lived in England from:
   a) 847 – 800 B.C.E. b) 500 – 547 C.E. c) 1564 – 1616 C.E.
   d) 1815 – 1890 C.E. e) 1900 – 1947 C.E.

3. Shakespeare was a playwright. He also:
   a) painted landscapes. b) wrote poetry. c) acted.
   d) did tax returns in his spare time. e) both b) and c).

4. His works were:
   a) written and performed in Latin so only the elite could understand.
   b) written in convoluted English in order to torture helpless students many generations later.
   c) written in Pig Latin with subtitles.
   d) written in the language of the day and enjoyed by lower and upper class audiences alike.
   e) both a) and d).

5. Shakespeare wrote:
   a) 7 plays. b) over 30 plays. c) 12 plays. d) 15 plays. e) none of the above.

6. Shakespeare's plays were often performed at:
   a) high school assemblies. b) the Globe Theatre. c) the Round Theatre.
   d) the Scope Theatre. e) the White House.

7. Shakespeare's works contain:
   a) occasional foul language. b) universal themes. c) poetry and prose.
   d) metaphor and simile. e) all of the above.

8. Shakespeare did NOT write the following phrase:
   a) the long and the short of it. b) a rose by any other name. c) my only love is my only hate.
   d) beam me up. e) sink or swim.

9. Shakespeare invented:
   a) many words. b) the printing press. c) tragedies. d) Microsoft. e) pasta.

10. Shakespeare was:
    a) well recognized in his day. b) famous only after his death. c) excommunicated for heresy.
    d) forced to live out his days in Atlantis. e) none of the above.

Appendix 3B

Quiz on *Romeo and Juliet:* Test Your Knowledge

1. Shakespeare wrote *Romeo and Juliet* in:
   a) 846 B.C.E. b) 525 C.E. c) 1594 C.E. d) 1845 C.E. e) 1929 C.E.
2. He devised the plot:
   a) by making it up completely. b) basing it on another story. c) from a TV show.
   d) from a poem called "The Tragical Historye of Romeus and Juliet." e) from a personal experience.
3. Romeo and Juliet is set in:
   a) Verona and Mantua, two cities in Italy. b) Verona and Mantua, two cities in England. c) Verona and Mantua, two suburbs of Los Angeles.
   d) London, England. e) none of the above.
4. The approximate ages of the protagonists are:
   a) 20-something. b) 30-ish. c) middle school age.
   d) the same as your teacher. e) the age you can vote in Canada.
5. The entire play covers a time span of:
   a) about a week. b) about a month. c) about a year.
   d) about a decade. e) none of the above.
6. Romeo and Juliet first meet:
   a) at a disco. b) at a party. c) at a wedding. d) at a chapel. e) at a funeral.
7. They fall in love:
   a) at first sight. b) after their first kiss. c) after their first date.
   d) after they marry. e) after about a week.
8. They plan to marry:
   a) the night they meet. b) the day after they meet. c) in about a year.
   d) a week later. e) after meeting with a bridal consultant.
9. They keep their marriage a secret from their parents because:
   a) they are too young. b) their parents are enemies. c) it is more exciting that way.
   d) they want to plan the wedding their way. e) all of the above.
10. Romeo leaves Juliet after their wedding night because:
    a) he changes his mind about her. b) he kills her cousin. c) he is exiled.
    d) his father told him not to see Juliet again. e) both b) and c).
11. At the end of the play:
    a) Juliet joins Romeo in exile. b) Romeo returns and takes Juliet away.
    c) Juliet annuls her marriage to Romeo. d) Juliet marries the man her parents chose for her.
    e) Romeo and Juliet die.

Appendix 3C

The Shakespearean Audience

The late 1500s/early 1600s were known as the English Renaissance. Queen Elizabeth I was the monarch and London, England was a centre of culture and sophistication. People from the world over congregated to be a part of the rich cultural mosaic. The middle and upper classes enjoyed the music, art, literature, and theatre that flourished in this metropolis. The common folk also yearned for entertainment. Consequently, talented artists travelled to London to ply their trades and to showcase their talents.

Theatres were a popular form of entertainment. Most Elizabethan theatres had a seating capacity of between one and two thousand people. They were frequently outdoors and had no roofs. In a week, there were often as many as 10 000 people in attendance.

Nevertheless, theatrical companies were challenged by the social constraints of the Elizabethan era. During Shakespeare's time, actors were held in low esteem by highbrow society. Travelling in troupes, they were often considered to be little more than vagabonds and wastrels; however, Queen Elizabeth's support helped actors raise their status amongst the middle and upper classes.

For all of London's cultural richness and diversity, it was a stink hole of public health and hygiene. Rotting garbage and raw sewage littered the streets. The city was a breeding ground for rats, which spread disease. Outbreaks of fatal diseases like the bubonic plague constantly devastated the population of London.

Theatres and other public places were regularly ordered to close in attempts to limit the spread of disease. In addition to hygienic concerns, civic and religious authorities had other fears. They worried about the spread of immorality and subversive ideas that might challenge the political and religious leadership. As a result, most theatres were forced to locate on the outskirts of town in areas called "Liberties," often in the slums. They were ripe breeding grounds for thieves, pickpockets, and other criminals. Employers had additional concerns for their workers. The lure of the Liberties frequently prompted workers to leave their jobs in the afternoon to partake in the entertainments.

The seating arrangements were socially stratified. There were three galleries to seat the different classes of people. The nobility sat apart from the rest of the theatregoers, as they wanted to limit the spread of disease from the masses. They constituted a minor portion of the total audience. The lower classes paid a penny to stand on the ground floor. Crowded together, the "groundlings" assembled for several hours before and during a performance, to drink beer, wine, and other spirits; to eat; to gamble; and to partake in other activities that might placate them and occupy their time. They were often referred to as the "penny stinkards" for their stench of ale, bad breath, and body odour and for the lewd comments that they shouted out during the production. The actors were challenged by the outbursts of the cheap seats and by having to satisfy the wide range of viewing tastes of the audience.

Theatres had to compete with other sources of entertainment, including the inhumane practice of bear baiting and bull-baiting. Audiences assembled to view a spectacle of blood and gore in which a large animal was chained while it vainly attempted to ward off the vicious attacks of other animals. Theatre productions had to take into account this blood lust. The killing of characters on stage had to be accompanied by the gushing of animal blood from a bag concealed under the character's costume. Crowds loved and came to expect this bloody show of violence. Shakespeare did not disappoint them in this regard and packed his plays with sword fights, duels, and battle scenes.

Shakespeare's plays had mass appeal. While some of the audience came to the theatre to hear the foul language and to view the gore, other members of the audience came to the theatre to witness Shakespeare's wit, poetic turn of phrase and humour. The Bard was loved and revered most by the illiterate common folk, who toiled for the wealthy and privileged. These people's lives were filled with struggle and Shakespeare appealed to their sensibilities.

Appendix 3D

Shakespeare's Time Assignment

You will work in triads to research one topic on Shakespeare's time and present your work to the class. Topics include: food; living conditions; sports; education; clothing/fashions; health/medicine; family life; beliefs/superstitions; the class system; the feudal system; and acting customs. If you are interested in another aspect of the time of Shakespeare, be sure to get approval from your teacher.

You will be provided with class time to research your topic in the library, but will also have to complete some research outside of class time. Use at least one book, one Internet site, and one encyclopedia.

From your research, create a poster that visually represents your topic. The poster must include:

- your title;
- ten facts on your selected topic;
- visuals (diagrams, illustrations, photographs, etc.) that support the topic;
- a bibliography (references cited sheet) affixed to the back of the poster.

You will explain your poster to the class in a ten-minute presentation. Each person in the group must present. You may use cue cards during the presentation, but must not read directly from them. Students are expected to take notes during all presentations; the notes will be collected and assessed for use of abbreviations, point-form, succinct statement of main idea, and key vocabulary/terminology.

Your oral group presentation of the media work is due on: _____.

Make every effort to submit work on time; meeting deadlines is an important skill necessary for university, college, and the world of work. If you cannot submit work when it is due, it is your responsibility to speak to the teacher well in advance of the due date to negotiate a date when the work will be submitted.

Appendix 3D (Continued)

Shakespeare's Time Assignment Checklist

Use the following checklist to ensure that you have completed all aspects of the assignment:

	Choose your research partners – three per group.
	Select a research topic.
	Confirm your choice with the teacher.
	Conduct your research: • Use at least one book, one Internet site, and one encyclopedia. • Find ten facts on your topic from the resources. • Locate visuals (diagrams, illustrations, photographs, etc.) that support the topic.
	Make point-form notes IN YOUR OWN WORDS on your research.
	Prepare your bibliography (references-cited sheet).
	Peer edit your written work to check content, spelling, and point-form.
	Word process your final draft.
	Prepare your poster: • Assemble written and visual work on poster paper or a Bristol board. • Check that your work is neatly arranged, concise, and error-free. • Be prepared to explain your design decisions. • Affix the bibliography to the back of the poster.
	Organize your presentation. • Be sure that each person in the group has an equal speaking part. • Prepare cue cards for the presentation. • Include an introduction and conclusion. • Refer to your poster throughout the presentation. • Explain your poster's organization (design decisions).
	Rehearse your presentation to ensure that: • All members of your group participate equitably. • The topic is introduced and concluded. • Main points are explained clearly and succinctly. • Cue cards are used appropriately. • Each person speaks clearly, slowly, emphatically, and with enthusiasm. • Your presentation lasts for ten minutes.
	Submit all research notes and rough drafts with the poster.

Appendix 3E

Illustration Assignment

Name:

Due Date:

You will work individually to research one visual image on the Shakespearean era and present your work in a forum discussion.

You will be provided with one period of class time to research your image in the library. Complete your research outside of class time if necessary.

In your previous assignment, you worked in groups to research a broad topic. You used pictures and illustrations to embellish and support your research. Now you will work independently. Select and analyse a particular visual image. This image might have been used in your last group assignment or it might be a completely new image.

For example, a group might have researched the topic "Entertainment" in the previous activity. They might have talked about various forms of entertainment, such as jousting, fencing, bear-baiting, poetry readings, viewing plays, etc. Find an image of one form of entertainment, e.g., fencing, and research and write about it.

In linked paragraphs, describe the image with facts garnered through research. In the first paragraph, describe your picture. In the second paragraph, provide historical context for the picture. In the last paragraph, add any additional information related to the picture.

Include:

- your title;
- one visual, labelled and affixed to your good copy;
- a minimum of three linked paragraphs on your selected image;
- a bibliography (references cited sheet).

You will be put into a small group for your presentations. These small forums are less formal than whole-class presentations. There will be considerable discussion between each presenter and the members of the group as research is presented. Be prepared to answer questions from your classmates.

Do not read from your written work and don't memorize your work. Talk about your image.

Create your own checklist to ensure that you have completed all aspects of the assignment.